DOCUMENT RESUME

ED 463 252 SP 040 543

AUTHOR	Jackson Nathaniel, Ed.; Bolden, Wiley S., Ed.; Fenwick, Leslie T., Ed.
TITLE	Patterns of Excellence: Promoting Quality in Teaching through Diversity.
INSTITUTION	Southern Education Foundation, Atlanta, GA.
SPONS AGENCY	DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.; Pew Charitable Trusts, Philadelphia, PA.; Ford Foundation, New York, NY.; Rockefeller Bros. Fund, New York, NY.; Annenberg Foundation, St. Davids, PA.; BellSouth Foundation, Inc. Atlanta, GA.
PUB DATE	2001-01-01
NOTE	198p.
AVAILABLE FROM	Southern Education Foundation, 135 Auburn Avenue, Atlanta, GA 30303. Tel: 404-523-0001; Web site: http://www.sefatl.org.
PUB TYPE	Collected Works - General (020)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	Alternative Teacher Certification; Black Colleges; *Black Teachers; College Bound Students; *Diversity (Faculty); *Educational Quality; *Excellence in Education; High School Students; Higher Education; *Minority Groups; Paraprofessional School Personnel; Partnerships in Education; Preservice Teacher Education; Secondary Education; Teacher Recruitment; Teacher Shortage
IDENTIFIERS	Grambling State University LA; United States (South); Value Added Model

ABSTRACT

This collection of papers describes pre-collegiate and collegiate programs that are models for successful minority teacher recruitment and preparation. The papers include: "Correcting the Minority Teacher Shortage: Framing the Issue, Meeting the Challenge" (Elaine P. Witty); "Response of the Southern Education Foundation to the Minority Teacher Shortage in the South" (Nathaniel Jackson and Wiley S. Bolden); "Recruiting and Retaining Minorities in Teacher Education: Implementing the Value-Added Approach" (Saundra N. Shorter and Zoe W. Locklear); "Measures of Persistence and Success: A Profile of Paraeducators, Attributes and Behaviors that Supported Completion of Teacher Licensure in the North Carolina Consortium" (Eileen Wilson-Oyelaran, Barbara L. Johnson, Barbara Perry-Sheldon, and Leila Vickers); "The Summer Scholars Program: Historically Black Colleges/Universities and Leading Graduate Schools of Education Collaborating to Increase the Quality and Supply of African American Teachers" (A. Lin Goodwin); "Building the Minority Teacher Pipeline: The Grambling State University Experience with Precollegiate Programming in the Louisiana Consortium" (Mary Davis Minter and Deborah Gilliam); and "Where Do We Go from Here: Diversity in Teaching and School Leadership" (Leslie T. Fenwick). (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 463 252

PATTERNS OF EXCELLENCE

Promoting Quality in Teaching Through Diversity

312
3|936
-9
03
3
06
-06
00
72

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Green

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

About SEF. Southern Education Foundation, Inc. The Southern Education Foundation (SEF) is the American South's oldest education-oriented philanthropy. A public charity based in Atlanta, Georgia, SEF traces its origins back to 1867, when a northern businessman, George Peabody, created a dedicated fund to support efforts to improve and broaden access to education. Today, SEF's mission is to promote educational excellence and equity in the South, particularly for blacks and disadvantaged citizens. Throughout its history, SEF's programming has focused on both K-12 and postsecondary concerns. Over the years, the organization has mounted diverse programs of its own, as well as served as an effective intermediary agency supporting larger foundations' initiatives in the South.

SEF is supported by grants and contributions from individuals, corporations, foundations, and other public and private sources.

SEF
SINCE 1867

[illegible]
Copies of this publication may be obtained by contacting SEF at the above address or by calling [illegible]

BEST COPY AVAILABLE

PATTERNS OF EXCELLENCE

Promoting Quality in Teaching Through Diversity

Edited by
Nathaniel Jackson, Wiley S. Bolden, and
Leslie T. Fenwick

ComStock

A Publication of
The Southern Education Foundation

SEF
SINCE 1867

BEST COPY AVAILABLE

Table of Contents

Acknowledgments 5

Preface 7

Executive Summary 10

Correcting the Minority Teacher Shortage: ***Framing the Issue, Meeting the Challenge.*** Elaine P. Witty 13

Response of the Southern Education Foundation to the Minority Teacher Shortage in the South. *Nathaniel Jackson and Wiley S. Bolden* 37

Recruiting and Retaining Minorities in Teacher Education: ***Implementing the Value-added Approach.*** *Saundra N. Shorter and Zoe W. Locklear* 95

Measures of Persistence and Success: ***A Profile of Paraeducators, Attributes and Behaviors that Supported Completion of Teacher Licensure in the North Carolina Consortium.*** *Eileen Wilson-Oyelaran, Barbara L. Johnson, Barbara Perry-Sheldon, and Leila Vickers* 111

The Summer Scholars Program: ***Historically Black Colleges/Universities and Leading Graduate Schools of Education Collaborating to Increase the Quality and Supply of African American Teachers.*** A. Lin Goodwin 149

Building the Minority Teacher Pipeline: ***The Grambling State University Experience with Precollegiate Programming in the Louisiana Consortium.*** *Mary Davis Minter and Deborah Gilliam* 173

Where Do We Go From Here: ***Diversity in Teaching and School Leadership.*** *Leslie T. Fenwick* 189

Acknowledgments

The Southern Education Foundation (SEF) is deeply indebted to many institutions and individuals without whom the work described in this publication would not have been possible. First, we thank our donors for supporting minority teacher pipeline initiatives and the publication of this collaborative document. In particular, we acknowledge the DeWitt Wallace-Reader's Digest Fund, Ford Foundation, Pew Charitable Trusts, Rockefeller Brothers Fund, Annenberg Foundation, and BellSouth Foundation. We especially thank Mildred Hudson and Barbara Hatton, formerly of the DeWitt Wallace-Reader's Digest Fund and the Ford Foundation, respectively. Each championed concern about the minority teacher pipeline and encouraged SEF to produce a publication reflecting on our experiences with teacher recruitment programs. Gratitude is also extended to Samuel Cargile and Joseph Aguerrebere, who, as successors to Mildred and Barbara, provided valuable program leadership and support.

Our gratitude is also extended to Jill Triplett, who helped assess and document the work of several of the projects described herein; Debra Wilson, who helped conceptualize this volume; and Cheryl Herrington, a former SEF program associate, who worked closely on all aspects of this undertaking. SEF is also deeply grateful to Faye Goolrick for her excellent copyediting and Tippi Hyde for her invaluable assistance and resourcefulness.

BEST COPY AVAILABLE

Finally, the efforts described in this publication were possible only because numerous colleges, universities and school districts agreed to the gritty work of collaboration. Their efforts produced thousands of high-performing and committed teachers for hard-to-staff urban and rural schools throughout the South. This reader is dedicated to those teachers and their students.

This reader has a companion monograph, *Patterns of Excellence: Policy Perspectives on Diversity in Teaching and School Leadership*, which summarizes pertinent policy concerns about the minority teacher and school leadership shortages and offers specific recommendations for addressing these problems. Both publications are available on request from the Southern Education Foundation.

SEF
SINCE 1867

BEST COPY AVAILABLE

Preface

Across the nation, academicians, K-12 practitioners, and policymakers are searching for ways to identify best practices for recruiting, preparing and retaining effective teachers, particularly teachers of color. In *Patterns of Excellence: Promoting Quality in Teaching through Diversity*, the Southern Education Foundation reflects on its efforts to design and test strategies for producing minority teachers at a time when the demand for effective public school teachers is at an all-time high.

In its more than 130 years of promoting equity and excellence in education, SEF has designed and managed many programs to help meet the challenges posed by education reform in general and teacher recruitment and preparation specifically. SEF's support of the Jeanes teachers is evidence of our early and creative commitment to improving the teaching profession.

The Jeanes teachers were a group of African American circuit riding teaching supervisors who worked in the rural South from the early 20th century until the late 1950s. They helped undertrained and underfunded African American teachers do a better job of educating the children in their care and assisting the communities of which they were a part to survive and thrive. Through the Jeanes teachers' efforts, the quality of teaching in the segregated one-room schoolhouses that dotted the South was improved. These teachers made "a way out of no way."

BEST COPY AVAILABLE

SEF believed then and it believes now that a diverse teaching force is necessary to ensure excellence as well as parity in America's educational system, and that a diverse teacher workforce benefits all students — not minority students alone. Countering the underrepresentation of minority teachers in our public schools and the decline in the number of minority teacher candidates is a constant challenge. SEF intends to continue to work to make a contribution in this critically important area.

The programs described in *Patterns of Excellence: Promoting Quality in Teaching Through Diversity* confirm that nontraditional and precollegiate candidate pools, though often overlooked, are valuable sources of talented teachers. Historically Black colleges and universities (HBCUs) have long produced excellent teachers, often recruiting and training students with nontraditional profiles.

The minority teacher pipeline programs set forth in this volume also demonstrate the value of collaborative efforts. Several "heads" really are better than one. The linkages between K-12 public schools and higher education institutions, between HBCUs and traditionally White institutions (TWIs), and between higher education institutions and various professional and civic organizations in the larger community enrich the quality of educational opportunity and enhance innovation.

BEST COPY AVAILABLE

The creative programs discussed in *Patterns of Excellence* are models for successful minority teacher recruitment and preparation that we hope others will mine and emulate. Our models have yielded a valuable outcome — a broad, diverse pool of capable, committed, and competent teachers. At a time of looming teacher shortages and changes in national and regional demographics, the experiences captured in this volume have a lot to tell us.

We do not purport to have all the answers to the teacher shortage and recruitment and retention issues. But our work furnishes some important pieces of the pattern. We must continue to construct and bind the necessary pieces that will produce an educational system in which the hues of America's students and teachers reflect the colorful and vibrant republic that we are.

The next time there is a discussion about the teacher shortage or the absence of diversity in the teacher pipeline, I hope that you will remember the data marshalled, stories told, and lessons shared in this volume. It is possible to find and educate a new generation of teachers.

Lynn Huntley, *President*
Southern Education Foundation
January 2002

BEST COPY AVAILABLE

Executive Summary

This publication highlights ways in which diverse institutions — historically Black colleges and universities (HBCUs), traditionally White institutions (TWIs), and K-12 school districts — collaborated with the Southern Education Foundation to create a series of programs to recruit prospective teachers from nontraditional talent pools. **Patterns of Excellence: Promoting Quality in Teaching Through Diversity** *provides a snapshot of program models and recruitment and retention interventions that were enormously successful in generating quality teachers (particularly minorities) to work in hard-to-staff urban and rural schools in the South.*

The demographic mismatch between the nation's public school teachers and their students is striking. In communities of all sizes, the data indicate a substantial shortage of minority teachers. In central cities, minority teachers represent only 25.9 percent of the teaching force. Minority students, however, constitute 54 percent of the student population. In urban fringe areas and large towns, minority teachers are 10.9 percent of the workforce, and students of color make up 29.7 percent of the student population. In rural areas and small towns, minority teachers comprise 7.7 percent of the teaching force, but minority students are 19 percent of the student population (NCES, 1994). Clearly, the pervasive underrepresentation of minority teachers speaks to both the compelling need to recruit, prepare, and retain effective teachers for all children and the critical link between quality and diversity in the teacher workforce.

In the late 1980s, in spite of intense criticism from advocates of higher teacher certification standards, SEF developed and implemented teacher recruitment and preparation programs that embraced a value-added philosophy. The value-added philosophy supports taking aspiring prospective teachers "from where they are to where they need

As the nation's classrooms become increasingly multicultural and multi-ethnic in makeup, teachers of color are vitally needed to serve as academic leaders, cultural translators and role models for students of all ethnic and racial backgrounds.

>> Recruiting New Teachers, 1993

to be in order to meet new professional standards" (Haselkorn & Fideler, 1996). Successful implementation of the value-added philosophy necessitated genuine collaboration between participating colleges and universities and their neighboring school districts. Through such collaboration, teacher aspirants were assured of support services and a "safety net" that encouraged completion of teacher preparation, attainment of teacher licensure, and appointment to a teaching post. Resources were allocated to provide participants with financial aid, childcare, flexible course schedules, mentoring, and other incentives.

The value-added philosophy contradicts the misguided notion that only the "best and brightest" can enter teacher education and become successful teachers. The effectiveness of the value-added approach is evidenced in the DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program, the largest and most highly funded teacher recruitment and education program managed by SEF. The seminal finding from this program is that Pathways graduates tend to have longer teaching tenures and receive higher principal evaluations than traditionally trained novice teachers in their schools.

Patterns of Excellence *presents a range of voices, from researchers with quantitative analyses of the characteristics of successful teacher aspirants to project directors with program narratives. In the main,* **Patterns of Excellence** *provides reflections on unique and innovative precollegiate and collegiate teacher recruitment and preparation programs. These programs have increased the quantity, quality, and diversity of the teaching force in the South.*

Correctiing the Minority Teacher SHORTAGE: *Framing the Issue, Meeting the Challenge*

Elaine P. Witty

Alarms about the declining numbers of minority teachers were first sounded in the early 1980s. In 1980, Norfolk State University, one of the nation's largest historically Black universities, conducted the first national conference on the decline in the number of Black public school teachers. Subsequently, Norfolk State University held annual conferences for nine years. In 1982, the first comprehensive research report on the preparation, employment, and survival of Black public school teachers was released. This document, written by Witty (1982) and published by the Educational Resources Information Center Clearinghouse (ERIC), analyzed issues related to the decline in the number of African American teachers and offered a rich list of recommendations to remedy the situation. Reports showing the disproportionate number of teachers from other minority groups followed. Most notably, these reports came from the American Association of Colleges of Teacher Education (1987); the American Council on Education (1988); and Garibaldi (1989).

Elaine P. Witty, Ed.D., is professor emeritus and former dean of the Norfolk State University School of Education. She was among the first to "sound the alarm" about the declining number of minority teachers in the workforce and the shrinking pool of minority students in the teacher education pipeline. Dr. Witty is credited with bringing the minority teacher shortage into national focus.

The Consortium for Minorities in Teaching Careers, created in 1989 under the leadership of Jose Mendez, president of the Ana G. Mendez Foundation, involved universities serving large Hispanic/Latino populations. The consortium later expanded to include a focus on all minority groups (Tomas Rivera Center, 1991). Since that time, public school districts and educators have launched special programs, produced reports, and conducted conferences on the decline of minorities in the teaching ranks.

What progress has been made during this 20-year period? Has the nation moved toward a more representative teaching corps? This paper reviews statistics on teacher and pupil demographics, analyzes efforts that have been made, discusses the challenges that remain, and presents recommendations for addressing issues that should be resolved.

Background

In 1981, minority teachers represented only 8.1 percent of the nation's teaching force (U.S. Department of Education, 1996). Minorities represented 12 percent of the nation's population. This underrepresentation of minorities in the teaching force caused concern for educators and community leaders alike because it reflected a drastic decline in the rate at which minorities entered and remained in the teaching profession, historically an attainable profession for minorities.

In 1971, minorities made up 11.7 percent of teachers and approximately 12 percent of the nation's population. Twenty years later, in 1991, minority teacher representation had risen to 13.3 percent of the teaching force, but by 1996 it had dropped again to 9.3 percent (National Education Association, 1997).

During the period when the percentage of teachers from minority groups decreased, the percentage of minority public school children increased. In 1985, minority children made up 28 percent of the public school population. In 1995, minority children made up 34.6 percent of the public school population (U.S. Department of Education, 1996). In some large urban cities, minority children typically make up a larger percentage of the school population than White children. In other words, in some schools, minority children are in the majority.

While many reports have been issued, and many special programs and projects have been initiated, the disproportionate underrepresentation has worsened. In 1997, the National Education Association's report, *Status of the American Teacher 1995-96*, warned that while the student population is growing increasingly diverse, the teaching profession remains predominantly White and female (National Education Association, 1997).

Early concern for fair representation of minority teachers pointed to the need for minority children to have role models in the schools (Brooks, 1987; Paige, 1987; American Council on Education, 1988). This view quickly broadened as it became clear that all children needed schools to prepare them for a global society in which they will interact with people from a variety of backgrounds and points of view. As expressed by the Carnegie Forum on Education and the Economy (1986), this view states:

> The public schools educate and socialize the nation's children. Schools form children's opinions about the larger society and their own futures. The race and background of their teachers tell them something about authority and power in contemporary America. These

messages influence children's attitudes toward school, their academic accomplishments, and their view of their own and others' intrinsic worth. The views they form in school about justice and fairness also influence future citizenship.

When schools fail to provide a representative number of teachers and administrators from diverse ethnic and racial backgrounds, they limit the growth and learning of all children. True diversity within the teaching and administrative ranks gives all children a sense of the cross-section of talent in the real world.

The absence of minority teachers denies young White children sustained interaction with minority leaders. It also denies White children the opportunity to see authority figures and leaders from different racial or ethnic backgrounds. Further, since America claims to be a democratic society, the absence of a fair representation of minorities in the teaching force sends a negative message to all children about opportunity, racism, and separation in society.

For minority children, these conditions are magnified. Failure of the schools to provide a teaching and administrative staff that is representative of students' ethnic and racial backgrounds contributes to the inequities that many of these students experience in schools. Gay (1993) points out that many teachers live in different existential worlds and do not have frames of reference and points of view similar to their ethnically and racially different students. This is important because teachers filter the curriculum and learning experiences through their own experiences and backgrounds. Valverde (1993) maintains that "teachers with different lifestyles, different cultures, and different attitudes will not fully understand the life experiences of their students, their family circumstances, and their students' points of view about what is possible for them" (p. 228). Irvine (1989) argues that the increasing alienation and school failure of minorities relates to the decline of minority teachers who provide culturally based approaches that are compatible with minority students' learning needs. An appropriate number of minority teachers enhances students' chances of experiencing teachers who relate to them and understand cultural differences in perception of authority, instructional delivery, and teacher performance. Such teachers increase the likelihood that students will experience school success.

Hawley (1989) advocates placing the concern for minority teacher recruitment in an arena beyond the schools. The rationale for significantly increasing the number of minority teachers, he maintains, is that such a goal is important to the racial and ethnic integration of American society. This rationale broadens the issue and relates it to a goal that most Americans say they support.

Actions and Initiatives

The lack of improvement in minority teacher representation is not a result of lack of awareness or activity designed to address the problem. Awareness of the problem has been raised through numerous major conferences, workshops, symposia, and seminars throughout the 1980s and 1990s. Following the 1980 initiation of the Norfolk State University series, a similar series was initiated at the University of Kentucky (Middleton, Bickel, Barnard, Mason & Fons, 1991). The American Association of Colleges of Teacher Education held a Wingspread Conference in 1987 involving representatives from various education organizations, civil rights groups, and staff from the U.S. Congress in discussions of the serious shortage of minority teachers. An outgrowth of the conference was a major policy statement titled *Minority Teacher Recruitment and Retention: A Public Policy Issue* (American Association of Colleges of Teacher Education, 1987), which outlined financial and programmatic support for minority teacher recruitment. Other reports followed (Greer & Husk, 1989; Holmes, 1989; Witty, 1989; American Association for Colleges for Teacher Education, 1991; James, 1993; Mwangaza, 1993; King, 1993).

In an effort to generate additional attention, policy, and action at state levels, Holmes (Education Commission of the States, 1990) used the influence of the Education Commission of the States to organize the Alliance of Leaders for Minority Teachers and to initiate a regional forum series to debate the implications of a minority teacher shortage and to explore the possibilities for turning the situation around. Three publications resulted from this effort — *New Strategies for Producing Minority Teachers: State Plans and Programs*; *New Strategies for Producing Minority Teachers: Technical Report*; and *New Strategies for Producing Minority Teachers* (Education Commission of the States, 1990).

At the federal level, minority teacher recruitment has received little attention since the 1960s and 1970s, when National Defense Education Act loans, the National Teacher Corps, and Teacher Center programs were funded. Title V of the Higher Education Act of 1992, although not funded, reflected the renewed interest of Congress in educator recruitment, retention, and development. In 1995, through the Office of Higher Education Programs in the U.S. Department of Education, two types of grants were announced for minority teacher recruitment. The Teacher Partnership Program encouraged institutions of higher education, local educational agencies, state educational agencies, and community-based organizations to work together to bring more minorities into teaching. Teacher Placement Programs were designed to strengthen institutions' capacity to recruit, prepare, and place minority teachers. These were limited efforts, however, since the U.S. Department of Education estimated that only eight Teacher Partnership Programs and four Teacher Placement Programs would be funded at a level of $120,000 to $300,000 each.

Typical of state actions were initiatives including loan forgiveness programs for college graduates who entered the teaching profession and remained for a designated number of years, usually three to five. South Carolina, through its South Carolina Center for Teacher Recruitment, led the states in providing comprehensive programs. Oklahoma and Washington followed by implementing similar programs. A few scholarship programs such as the Florida Fund for Minority Teachers were established in Florida and other states, among them Tennessee, Kentucky, and Indiana.

Major organizations such as the Council of Great City Schools, the National Governors Association, and the Southern Education Foundation (SEF) devoted annual meetings to discussions about expanding the minority teacher pipeline. The Southern Regional Education Board (SREB) devoted considerable effort to working with historically Black colleges and universities to help improve students' pass rates on teacher certification tests, thereby increasing the number eligible for licensure. The National Education Association (NEA) and the American Federation of Teachers (AFT) issued statements and conducted workshops, projects, and special programs. NEA's "Make It Happen, Teach!" program was designed to encourage minority students to enter the teaching profession and to raise the quality of students choosing teaching as a career. The NEA also established Future Teacher Club chapters at middle and high schools through its local affiliates.

A 1996 resolution by the NEA emphasized the association's belief that multiracial teaching staffs are essential to the operation of schools. The resolution indicated that the NEA deplored the current trend of diminishing numbers of minority educators and urged local and state affiliates and appropriate governing bodies to work to increase these teachers' numbers (National Education Association, 1997).

Several foundations allocated funds for major projects designed to increase the number of minority teachers. Building on past initiatives funded by the BellSouth Foundation and the Pew Charitable Trusts, SEF worked as the coordinating agency for grants from the Ford Foundation and the DeWitt Wallace-Reader's Digest Fund. SEF provided planning, implementation oversight of major projects, and program evaluation.

The Ford Foundation program supported eight state consortia through programmatic efforts designed to improve the recruitment, retention, and graduation of minorities in teacher education programs. The DeWitt Wallace-Reader's Digest Fund supported the Pathways to Teaching Careers Program.

The Southern Expansion of Pathways was a collective of six historically Black colleges and universities (HBCUs) collaborating with five traditionally White institutions (TWIs) and local school districts in six Southern

Pathways – its financial resources and moral support – accelerated my progress toward teacher certification. Pathways opened doors for me and helped me achieve my goal and reach my dream!

>> Pathways Graduate

states. Pathways provided financial assistance primarily to minorities who were already in K-12 schools as paraprofessionals and wanted to earn teacher licensure. In addition to these projects, SEF held annual meetings and produced widely disseminated newsletters and reports that shared successful initiatives.

The confluence of philanthropic support, university and school district collaboration, and legislative initiatives has been critical in raising awareness about the minority teacher pipeline and structuring resolutions to the problem. Still, more efforts are needed. The combined impact of all of these initiatives has failed to reverse minority teacher underrepresentation.

Issues

Greater diversity in the teaching force can be achieved when adequate attention is focused on broad educational issues. Teacher recruitment and preparation starts in elementary school and continues through college and beyond. This section discusses the myriad issues germane to teacher cultivation, preparation, recruitment, and retention.

Pipeline Concerns for Recruitment

The most basic issue to be resolved is strengthening the recruitment pool for teachers of color. Minority children represent a large percentage of the children enrolling in elementary schools. This changes dramatically as children progress through middle and high school. By the end of high school, minority children make up a disproportionately low percentage of high school graduates. Thus, they make up a smaller percentage of college freshmen. The Frederick D. Patterson Research Institute of The College Fund/UNCF (1997) reports that enrollment and graduation rates of minorities in higher education — as measured by degrees earned — are higher than ever. Despite this, the college-going rate for minorities reflects a declining rate of increase, with a 7.1 percent rate of increase in 1992, a 4.6 percent increase in 1994, and a 2.9 percent increase in 1995 (American Council on Education, 1997).

Of the number of minority students enrolling in college, only a small percentage choose to pursue courses leading to careers in teaching. Data collected by the American Association of Colleges of Teacher Education (1994) reveal that approximately 85 percent of college students enrolled in teacher education are White.

The decline in college attendance for minorities may result in part from attacks on affirmative action. Recent court rulings have prompted universities to eliminate race-based admission policies and scholarships, effectively rolling back earlier affirmative action gains. This has had a chilling impact on the decision and ability of minority students to pursue college.

Lack of access to adequate financial support shapes many minority students' decisions about going to college. Nearly 33 percent of African American students at four-year universities reported an annual family income below $20,000, compared to 9 percent of White students (Frederick D. Patterson Research Institute of The College Fund/UNCF, 1997). Minority students who manage to secure funding for college find that the opportunities for them are limited, fragmented, and uneven, according to a report by the Southern Education Foundation (1995).

Academic Achievement

Academic achievement in elementary and secondary schools has a profound influence on minority students' decisions about going to college. Review of the progress of minorities in higher education by the U.S. Department of Education (1997) revealed that while students from all minority groups are taking a more rigorous curriculum than in the past, African American, Hispanic, and American Indian/Alaskan Native students continue to trail their Asian/ Pacific Islander and White counterparts in enrollment in advanced mathematics and science courses.

The reading skills of White seniors are better than those of their minority counterparts. Among high school seniors, both Asian/ Pacific Islanders and Whites have higher mathematics proficiency than Hispanics, American Indians/Alaskan Natives, or African Americans. With the exception of Asian/Pacific Islanders, large gaps in science proficiency exist between Whites and other racial or ethnic groups. The historic neglect of K-12 public schools serving minority and poor children has contributed to these students lacking preparation for the rigors of college curricula.

The Standards Movement

The current educational standards movement may offer new opportunities for progress in minority student achievement while raising the achievement levels of all children. Considerable attention nationwide is being given to curriculum, instructional delivery, and performance standards. Little attention has been given, however, to how implementation of the standards will be made in culturally diverse schools (Futrell & Witty, 1997). Poor children and minority children are far more likely than their peers in more affluent school districts to have inadequately prepared teachers, less in the way of instructional materials and facilities, and less access to counseling in program planning (Darling-Hammond, 1985; Oakes, 1990; Quality Education for Minorities Project, 1990; Kozol, 1991). In order for poor and minority children to meet new standards, attention must be given to the resources and learning conditions in their schools. If adjustments are not made, the new standards will burden rather than help these children.

Teacher Performance

Improving the academic success of minority students requires improvements in the attitudes and preparation of teachers. Even if schools provide equitable resources and culturally responsive curricula and programs, minority children may experience inequitable learning opportunities if teachers are unprepared to teach them. Teacher education programs are challenged to produce teachers who understand how the dynamics of cultural conditioning operate in teaching and learning environments. In addressing this issue, Gay (1993) maintains that teachers should be able to

(1) identify stress-provoking factors in cross-cultural instructional interaction and know how to alleviate them,

(2) determine the strengths and cultural competencies students bring to the classroom and design learning experiences to capitalize on them,

(3) understand the concept of learned helplessness in schools and develop attitudes and behaviors to avoid its perpetuation, and

(4) practice cultural context teaching, placing the mechanics and technical components of teaching and learning into the cultural frame-

works of various ethnic, racial, and social groups.

A university faculty that itself serves as a model for the performance expected from future teachers might more readily teach these lessons. However, such modeling is problematic for most teacher education programs, because minorities are underrepresented on university faculties.

Removing Barriers

Identifying and removing barriers that block or deter minorities from entering and remaining in the teaching profession continues to be critical. Teacher certification tests, major barriers for prospective minority teachers during the 1980s (Dilworth, 1984; Spellman, 1988; Coley & Goertz, 1990), remain a challenge today. While states still consider such tests necessary in screening out candidates who are weak in basic skills and knowledge, these tests can also screen into the profession many candidates who may be weak in the professional skills and knowledge necessary for teaching diverse populations. Many minority candidates are screened out of the profession because poor test-taking skills and test anxiety mask their abilities. Lack of scholarships, unpleasant school memories, and the low prestige of the teaching profession also contribute to the list of disincentives that minority students consider when making career decisions.

Keeping Minority Teachers in Teaching

Retention of minority teachers is also an issue. Minority teachers are leaving the profession at a higher rate than their peers (Harris & Associates, 1988; Bobbitt, Leich, Whitener & Lynch, 1994). Reports indicate that while 25 percent of non-minority teachers say they are likely to leave the teaching profession during the next five years, 40 percent of minority teachers say they are likely to leave. When questioned about decisions to leave the profession, minority teachers respond that they feel they get the most difficult teaching assignments, face numerous racist employment practices, and have very little support during their first years of teaching (Harris & Associates, 1988).

The Recruitment Paradigm

The easiest of the issues to resolve is how to expand the recruitment paradigm. Teacher educators and community leaders must reach down to middle and elementary schools to raise minority students' awareness of teaching as a career possibility. However, given the long-range approach needed to improve the success of public schools in preparing minority students for college, teacher educators must also look to new audiences for potential teacher education students. Tapping military separators, housewives, businesspeople, unemployed or underemployed college graduates, and paraprofessionals can help expand the pool of teacher aspirants.

Promising Practices

The DeWitt Wallace-Reader's Digest Fund has invested heavily in the very successful Pathways to Teaching Careers Program. Designed to increase the number of teachers — especially minorities — working in public schools, the program recruits from a number of pools: paraprofessionals and noncertified teachers already working in schools and other adults from nontraditional backgrounds, such as former Peace Corps volunteers. These individuals receive scholarship aid to attend participating colleges and earn initial licensure.

With the help of SEF, this program, which invested more than $45 million between 1989 and 1997, is operating in colleges and universities nationwide. Pathways has assisted some 2,600 individuals move from nonteaching roles to becoming fully licensed teachers (Haselkorn & Fideler, 1996).

A helpful description of approaches used in the paraeducator programs and a list of recommendations for program implementation are given in the DeWitt-Wallace Reader's Digest report *Breaking the Class Ceiling* (Haselkorn & Fideler, 1996). Other encouraging sources of information on diversifying the teaching force by preparing paraeducators as teachers are offered in reports by Genzuk (1994) and Leighton, Hightower & Wrigley (1995). The Educational Testing Service research report, *How to Increase the Supply of Minority Teachers* (1995), presents an examination of eight model programs designed to recruit and train minority teacher assistants to become teachers.

An example of the public education and policy development needed to improve minority teacher representation is seen in the work of Recruiting New Teachers (RNT), a nonprofit organization founded in 1986. This organization uses public service ads and other outreach programs to "raise esteem and public support for the teaching profession and attract new candidates to teaching careers by portraying the profession as one of influence and power." According to Haselkorn & Fideler (1996), RNT's "Reach for the Power: Teach" and "Be a Teacher, Be a Hero" public service advertising campaigns prompted an increase in the number of minorities seeking information about teacher preparation programs.

Precollegiate programs designed

to recruit minorities into teaching are growing. A study reported by RNT (1993) described 236 different precollegiate recruitment programs nationwide. These programs were located in 42 states and involved financial support from various foundations, corporations, and state budgets. Based on its research, RNT concluded the precollegiate teacher recruitment programs "show clear promise as critical contributors to the creation of a new, more diverse, and more professional cohort of teachers for America's schools" (p. 58).

Elements of successful programs included:

(1) connectedness,
(2) apprenticeship-style activities,
(3) adequate support for staff,
(4) high expectations for students,
(5) clear admissions requirements and participation criteria,
(6) sufficient resources to enable student matriculation into college,
(7) modeling an evolving concept of the teaching profession,
(8) sufficient attention to rigorous evaluation, and
(9) long-term commitment at all levels.

A number of universities have launched programs designed to recruit minorities into their teacher education programs by working with middle and high school teachers and pupils.

The University of Iowa's Minorities in Teaching Program and Morgan State University's Program to Recruit and Inspire Minorities into Education (PRIME) are good examples. Other programs led by universities include Project TEAM (Transformative Education Achievement Model) at Indiana University in Bloomington; Preparation of Minority Educators (PREMIER), a collaborative effort of Duval County Public Schools, Florida Community College at Jacksonville, and the University of North Florida; and Spartan Academy, sponsored by Norfolk State University and the Norfolk Redevelopment and Housing Authority.

Numerous public school districts have initiated programs designed to develop their own minority teachers. Examples of such programs include the collaboration of the Ohio Department of Education, Dayton City Schools, Jefferson Township, and a consortium of eight Ohio public school districts with Ashland University; the consortium of Western Kentucky, University of Louisville, Kentucky Department of Education, and nine school districts; and the collaboration of Norfolk Public Schools, Portsmouth Public Schools, and Norfolk State University.

The likelihood that the representation of minority teachers will increase to a level of parity with the minority student population is very slight, given historical trends. Likewise, the economic and social conditions that depress educational opportunities for minority children are not likely to improve greatly during the next decade. However, even in the face of pervasive institutional barriers and inequities, it is possible for teachers to reduce inequities in educational opportunities for minority children and help them advance to college by changing instructional practices and teacher attitudes.

An encouraging sign is the growing interest in helping teachers develop the knowledge, skills, will, and interest to teach all children well. Examples of the burgeoning body of research supporting this movement include the recent report published by the American Association of Colleges of Teacher Education, *Critical Knowledge for Diverse Teachers and Learners* (Irvine, 1997); *Teaching for Diversity: Models for Expanding the Supply of Minority Teachers* by researchers at the Educational Testing Service (1995b); and "Reframing the Past in the Present: Chicano Teacher Role Identity as a Bridging Identity" by Galindo (1996) in *Education and Urban Society* 29(1). Other reports that provide helpful suggestions are "Preparing Teachers for Diversity" by Grant and Secado (1990) in *Handbook of Research and Teacher Education* and *Diversity in Teacher Education* by Dilworth (1997).

The report of the National Commission on Teaching and America's Future (1996) provides a hopeful blueprint for recruiting, preparing, supporting, and rewarding excellent teachers. With the guidance of Linda Darling-Hammond, the commission recommended that the nation

(1) get serious about standards for both students and teachers,
(2) reinvent teacher preparation and professional development,
(3) overhaul teacher recruitment and put qualified teachers in every classroom,
(4) encourage and reward knowledge and skill, and
(5) create schools that are organized for student and teacher success.

An example of the kind of work needed to increase minority teacher representation is the action plan launched by the Quality Education for Minorities (QEM) network. The five-year collaborative action plan was designed to ensure that mathematics and science teachers of minority students are able to offer challenging courses to their students.

Teacher education institutions joining QEM in the proposed consortium engage in a variety of strategies to achieve the five goals of the action plan. The first goal is to expand the pool of well-qualified minority teachers, especially in mathematics and science. To achieve this goal, the consortium:

(1) works with local school districts to develop innovative recruitment programs for prospective teachers, starting as early as the middle school;

(2) fosters outreach efforts with community organizations through mentorship programs and booster clubs;

(3) presents teaching careers as attractive career options to undergraduate students, beginning with freshman advising;

(4) identifies and targets students majoring in mathematics and science for early recruitment into teaching;

(5) offers incentives, including stipends, forgivable loans, and doctoral fellowships and scholarships for postbaccalaureate students seeking to meet teacher certification requirements; and

(6) facilitates the transition of individuals from other careers, such as the military or industry, into teaching by establishing special postbaccalaureate teacher education programs.

Conclusion

The challenge of advancing a diverse teaching population to teach a diverse student population has remained unresolved because existing programs and projects are largely one-dimensional. Complex factors have created a situation in which K-12 schools do not adequately prepare minority students for college; minority students do not select teaching as a first-choice career; teacher education programs do not invite minority students into teacher preparation programs and do not graduate an adequate number of those who do enroll; states do not provide adequate incentives to outweigh the disincentives facing minority prospective teachers; and communities do not demand and support the employment of minority teachers.

Limited scholarship programs with narrowly drawn criteria do permit states to claim they offer bonuses to attract teachers from the small pool of minority teachers seeking jobs, but these programs do nothing to expand the pool. Schools that raise standards and graduation requirements without increasing academic support systems exacerbate the problem instead of solving it. Clearly, a bold and comprehensive approach to solving the problem is needed.

The teaching force in America can be more competent, effective, and diverse than it was 20 years ago. The National Commission on Teaching and America's Future outlined what is needed to provide all students with competent, caring, and qualified teachers. The National Board of Professional Teaching Standards has identified what teachers need to know and do to be effective with all children (National Board of Professional Teaching Standards, 1994). The QEM Project has presented an action plan that models the approach needed.

With the collaborative efforts of state policymakers, university officials and faculty, K-12 school administrators and teachers, local school boards, professional organizations, and community leaders, America has the knowledge base to develop a teaching force that is representative of its diversity.

References

Alston, D. (1988). *Recruiting minority classroom teachers: A national challenge.* Washington, DC: National Governors Association.

Alston, D. (1988). *Recruiting minority classroom teachers: State policies and practices.* Washington, DC: National Governors Association.

American Association of Colleges of Teacher Education. (1987). *Minority teacher recruitment and retention: A public policy issue.* Washington, DC: Author.

American Association of Colleges of Teacher Education. (1989). *Recruiting minority teachers: A practical guide.* Washington, DC: Author.

American Association of Colleges of Teacher Education. (1991). *Minority teacher supply and demand: The next level.* Washington, DC: Author.

American Association of Colleges of Teacher Education. (1994). *Teacher education pipeline III: Schools, colleges, and departments of education enrollment by race, ethnicity, and gender.* Washington, DC: Author. (ERIC Document Reproduction Service No. ED 369 780).

American Association of School Personnel Administration. (1991). *Minority educator recruitment.* Sacramento, CA: Author.

American Council on Education. (1988). *One-third of a nation: A report of the commission on minority participation in education and American life.* Washington, DC: Author.

American Council on Education. (1997). *Fifteenth annual status report on minorities in higher education.* Washington, DC: Author.

Bobbitt, S.A., Leich, M.C., Whitener, S.D., & Lynch, H.F. (1994). *Characteristics of stayers, movers, and leavers: Results from the teacher follow-up survey 1991-92.* Washington, DC: National Center for Education Statistics, U.S. Department of Education. (ERIC Document Reproduction Service No. ED 374 134).

Brooks, C.C. (1987). Can we have excellence in education without minority teachers? *Negro Educational Review,* 38 (4), 238-246.

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century. (The Report of the Task Force on Teaching as a Profession).* New York: Author.

Coley, R.J. & Goertz, M.E. (1990). *Characteristics of minority NTE test-takers (Teacher Programs Council Report No. 91-1).* Princeton, NJ: Educational Testing Service, Educational Policy Research Institute.

The Consortium for Minorities in Teaching Careers. (1992). *What is the consortium for minorities in teacher careers?* (Issue #1). Dominguez Hills, CA: Author.

Darling-Hammond, L. (1985). *Equality and excellence: The status of Black Americans.* New York: College Entrance Examination Board.

Dilworth, M. (Ed.). (1992). *Diversity in teacher education.* San Francisco: Jossey-Bass.

Dilworth, M. (1984). *Teachers' totter: A report on teacher certification issues.* Washington, DC: Institute for the Study of Educational Policy, Howard University.

Dilworth, M. (1997). *Diversity in teacher education: New expectations.* Washington, DC: American Association of Colleges of Teacher Education.

Education Commission of the States. (1990). *New strategies for producing minority teachers.* Denver: Author.

Educational Testing Service. (1995a). *How to increase the supply of minority teachers.* Princeton, NJ: Author.

Educational Testing Service. (1995b). *Teaching for diversity: Models for expanding the supply of minority teachers.* Princeton, NJ: Educational Testing Service.

Futrell, M. & Witty, E.P. (1997). The preparation and professional development of teachers for culturally diverse schools: Perspectives from the standards movement. In J.J. Irvine (Ed.), *Critical knowledge for diverse teachers and learners* (pp. 189-217). Washington, DC: American Association of Colleges of Teacher Education.

Galindo, R. (1996). Reframing the past in the present: Chicano teacher role identity as a bridging identity. *Education and Urban Society,* 29 (1), 85-102.

Garibaldi, A. (Ed.). (1989). *Teacher recruitment and retention with a special focus on minority teachers.* Washington, DC: National Education Association.

Garibaldi, A. (1992). Preparing teachers for culturally diverse classrooms. In M. Dilworth (Ed.), *Diversity in teacher education* (pp. 23-29). San Francisco: Jossey-Bass.

Gay, G. (1993). Building cultural bridges: A bold proposal for teacher education. *Education and Urban Society,* 25(3), 285-299.

Genzuk, S.M. (1994). Paraeducator: A source remedying the shortage of teachers for limited-English-proficient students. *Journal of Educational Issues of Language Minority Students,* 14, 211-222.

Grant, C.A. & Secado, W.G. (Eds.). (1990). Preparing teachers for diversity. *Handbook of Research on Teacher Education,* 403-422. New York: Macmillan.

Greer, R.G. & Husk, W.L. (1989). *Recruiting minorities into teaching.* (Fastback #290). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Harris & Associates. (1988). *The Metropolitan Life survey, the American teacher 1988: Strengthening the relationship between teachers and students.* New York: Metropolitan Life Co. (ED 305357).

Haselkorn, D. & Calkins, A. (1993). *Careers in teaching handbook.* Belmont, MA: Recruiting New Teachers, Inc.

Haselkorn, D. & Fideler, E. (1996) *Breaking the class ceiling: Paraeducator pathways to teaching: A national study conducted by Recruiting New Teachers, Inc.* New York: Dewitt Wallace-Reader's Digest Fund.

Hawley, W.D. (1989). The importance of minority teachers to the racial and ethnic integration of American society. *Equity and choice,* March, 31-36.

Holmes, B.J. (1989). *A closer look at the shortage of minority teaching.* Denver: Education Commission of the States.

Irvine, J.J. (1989). Beyond role models: An examination of cultural influences on the pedagogical perspectives of Black teachers. *Peabody Journal of Education,* 66(4), 51-63.

Irvine, J.J. (1997). *Critical knowledge for diverse teachers and learners.* Washington, DC: American Association of Colleges of Teacher Education.

King, S.H. (1993). The limited presence of African-American teachers. In James, J. (Ed.), *Review of Research in Education,* 63(2), 115-150.

Kozol, J. (1991). *Savage inequalities.* New York: Crown.

Leighton, M.S., Hightower, A.H., & Wrigley, P.G. (1995). *Model strategies in bilingual education: Professional development*. Washington, DC: U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (ED388052).

Middleton, E.J., Bickel, F., Barnard, H., Mason, E.J., & Fons, R.P. (1991). *Recruitment and retention of minorities in education: The impact of nationalized school reform on the recruitment and retention of minorities.* Fifth National Conference. Lexington, KY: University of Kentucky.

Middleton, E.J., Mason, E.J., Barnard, H.V. & Bickel, F. (1989). *Building collaborative relationships for the recruitment and retention of minority students in teacher education.* Third National Conference. Lexington, KY: University of Kentucky.

Mwangaza, M.B. (1993). *Who's missing from the classroom: The need for minority teachers.* Washington, DC: ERIC Clearinghouse on Teacher Education.

National Board of Professional Teaching Standards. (1994). *What teachers should know and be able to do.* Southfield, MI: Author.

National Center for Education Statistics. (1995). *The educational progress of Black students.* Washington, DC: USDOE.

National Center for Education Statistics. (1996). *Mini-digest of education statistics, 1996.* Washington, DC: USDOE.

National Center for Education Statistics. (1997). *Characteristics of stayers, movers, and leavers: Results from the teacher follow-up survey: 1994-95.* Washington, DC: USDOE.

National Center for Education Statistics. (1997). *The educational progress of Hispanic students.* Washington, DC: USDOE.

National Center for Education Statistics. (1997). *Minorities in higher education.* Washington, DC: USDOE.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future.* Washington, DC: Author.

National Education Association. (1997). *Status of the American public school teacher 1995-1996.* Washington, DC: Author.

Oakes, J. (1990). *Multiplying inequalities: The effects of race, social class, and gender in American education.* Albany, NY: Albany State University of New York Press.

Orfield, G. (1993). *The growth of segregation in American schools: Changing patterns of separation and poverty since 1968.* (A report of the Harvard Project on School Desegregation to the National School Boards Association). Cambridge, MA: Harvard Graduate School of Education.

Paige, R. (1987). *The recruitment and retention of minorities in teacher education.* Lexington, KY: University of Kentucky.

Frederick D. Patterson Research Institute of The College Fund/UNCF. (1997). *The African American Education Data Book.* New York: UNCF.

Quality Education for Minorities Network. (1990). *Education that works: An action plan for the education of minorities.* Cambridge, MA: Massachusetts Institute of Technology.

Quality Education for Minorities Network. (1996). *Empower the educator: Enabling current and future mathematics and science teachers of minority students to offer more challenging courses to their students (An action plan).* Washington, DC: Author.

Recruiting New Teachers, Inc. (1993). *Teaching's next generation: A national study of precollegiate teacher recruitment.* Belmont, MA: Author.

Scheetz, L.P. (1995). *Recruiting trends, 1995-96. Education Supplement. A study of 294 elementary and secondary systems employing new teacher education graduates.* East Lansing, MI: Michigan State University.

Southern Education Foundation. (1995). *Redeeming the American promise: Report of the panel on educational opportunity and postsecondary desegregation.* Atlanta, GA: Author.

Spellman, S.O. (1988). Recruitment of minority teachers: Issues, problems, facts, and possible solutions. *Journal of Teacher Education,* 33 (4), 58-62.

Tennessee Association of Colleges of Teacher Education. (1988). *Programs of Promise: A summary of current programs focusing on the recruitment of minority candidates to careers in professional education.* Nashville, TN: Appalachian Educational Laboratory.

Tomas Rivera Center. (1991). *Glimpses of innovative efforts to increase Chicano/Latino teachers in the Southwest.* Claremont, CA: Author.

Triplett, J.R. (1990). *Preparing more minority teachers: SREB states take action.* Atlanta, GA: Southern Regional Education Board.

Valverde, L.A. (1993). Editor's introduction. *Education and urban society,* 25(3) 227-230.

Witty, E.P. (1982). *Prospects of black teachers: Preparation, certification, and employment.* Washington, DC: ERIC Clearinghouse on Teacher Education (ERIC Document Reproduction Service, No. ED 213 659).

Witty, E.P. (1989). Increasing the pool of Black teachers: Plans and strategies. In A.W. Garibaldi (Ed.), *Teacher recruitment and retention* (pp. 39-44). Washington, DC: National Education Association.

RESPONSE

of the Southern Education Foundation to the Minority Teacher Shortage in the South

Nathaniel Jackson and **Wiley S. Bolden**

"Class Warfare? The Rich Win by Default." So read a headline in *The New York Times* a few years ago. Although the story captioned by this headline was about politics, it resonates just as well in the education community. Little attention has been given to a slow yet perceptible drift in American society to marginalize the poor and disadvantaged. We see this drift in Congressional legislation to punish the children of irresponsible adults and the children of illegal as well as legal immigrants. Also, we see it around the country as communities refuse to support bond referenda for school districts and slash the budgets of public school systems, especially inner-city systems with declining tax bases. Readily apparent to some, but much less so to others, is the possibility that as we take these draconian steps, we are shortchanging our future.

Nathaniel Jackson, Ph.D., former senior program officer for the Southern Education Foundation (SEF), coordinated the DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program in the South, other SEF minority teacher recruitment and preparation initiatives, and higher education development projects.

Wiley S. Bolden, Ed.D., professor emeritus of educational foundations at Georgia State University, served as a consultant to SEF on its minority teacher development programs and other projects.

Despite its shortcomings, America has long been a land of opportunity where hope springs eternal. As efforts continue to marginalize the poor and disadvantaged, we move dangerously close to denying equal opportunity by damming the wells of hope that have inspired generations of Americans. Still, public schools are the last bastion of hope for Americans who are poor and disadvantaged. Without adequate public schools and competent teachers to instruct and inspire an increasingly diverse student population, significant numbers of Americans will find themselves unable to function effectively in the information age of the 21st century.

Supplying inner-city public schools with competent and dedicated teachers who understand and appreciate the cultural environment of poor, disadvantaged children is a challenge that nontraditional teacher preparation initiatives, such as the DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program, have shown they can meet.

The Pathways Program is an amalgam of the experience and knowledge the Southern Education Foundation (SEF) has gained in managing several minority teacher recruitment initiatives. In addition, it is a reflection of the foundation's historic interest in the preparation and support of teachers in the South.

Herein we cite SEF's historic support of teachers in the region, our experience with other minority teacher initiatives, and how both influenced the design and implementation of the Pathways Program at SEF. Our primary purpose is to show how SEF's experience, gained from other minority teacher initiatives and the original Pathways model, has the potential to produce a critical mass of teachers, especially minorities, for inner-city and rural school systems. We believe that SEF's insights can provide valuable lessons for the communities and public school systems confronting a minority teacher shortage, as well as for the institutions of higher education (IHEs) that will prepare teachers to meet that shortage.

In this article, we examine the issues and the context that have shaped both the minority teacher debate in the South and various groups' responses to it. We provide a brief description of SEF's historic involvement with teachers, the recent development of minority teacher initiatives at SEF, and the role of these initiatives in shaping the Pathways to Teaching Careers Program. Further, we describe the Pathways Program, its outcome, and SEF's role in the program's Southern Initiative. We close with a presentation of lessons learned from the Pathways Program and a commentary on the minority teacher shortage as a threat to equity in the new millennium.

Assessing the Need for Minority Teachers: *A Community Perspective*

When attention was focused on the minority teacher shortage in the early 1980s, there was much discussion about ways to address the problem but little debate about the need to do so. Recently, however, critics have questioned the need to recruit and retain more minority teachers (Dilworth, 1992). In some respects, a consensus about the shortage has devolved into a debate about the relevance of minority teacher recruitment initiatives. Fueled in part both by anti-affirmative action rhetoric and by the daunting nature of the challenge, the debate intensifies as the public school population in America becomes increasingly diverse. The National Center for Education Statistics (NCES 1993-94) reported considerable disparities between the minority student population and the number of minority teachers in most communities. In central cities, minority teachers represent only 25.9 percent of the teacher workforce, while minorities constitute 54 percent of the student population. In urban fringe/large towns, minority teachers are 10.9 percent of the workforce, and students of color make up 29.7 percent of the student population. In rural/small towns, minority teachers comprise 7.7 percent of the teaching force, while minority students are 19 percent of the student population.

A Dream Deferred

The effect of the minority teacher shortage on a Southern community depends on the community itself. On the one hand, in settings where minority groups are small, members of the broader community often feel that no problem exists, even if school administrators consider the shortage a problem. The broader community, in this scenario, may undervalue diversity within its institutions. Consequently, the absence of diversity in the school system sends up few, if any, alarms.

On the other hand, communities that confront both a minority teacher shortage and a general teacher shortage are more likely to seek minority teachers aggressively. In this context, communities and school systems realize that minority teachers represent a valuable addition to the human capital investment already made in public schools. The teacher shortage tends to heighten awareness among school administrators and community leaders about both the instructional worth of minority teachers and their contributions as lubricants and buffers to smooth and facilitate school-community relations.

Communities that feel that they have an adequate supply of minority teachers are often alerted by several developments to act wholeheartedly to preserve the status quo. One such development is a significant increase in the minority student population. Suburban school systems next to inner cities often experience an influx of minority students as African American and Hispanic/Latino populations migrate.

A second development that threatens diversity for many school systems is an acute minority teacher retirement rate. School systems with what are considered adequate numbers of minority teachers often are shocked by the rate at which those teachers are retiring. The stiff competition that accompanies the recruitment of minority teachers often forces these school systems and communities to begin aggressive minority teacher recruitment initiatives.

Finally, minority teachers are often a genuine concern for school systems and communities that confront unusually high teacher shortages and retirements. First, the schools fail to attract sufficient numbers of minority applicants. Second, they have problems retaining the minority teachers they do hire. Communities in either or both of these situations often seek assistance in developing strategies to promote more diversity in their teacher workforce.

In contrast, other communities simply fail to address conditions that affect the quality and diversity of the teacher workforce. As previously indicated, in many communities a minority teacher shortage alone will not cause alarm, much less prompt remedial action. Two corollary conditions often dampen a response.

One is the presence of significant numbers of teachers teaching out of their fields. According to the 1993-94 NCES School and Staffing Survey, 28.1 percent of mathematics teachers, 21.5 percent of English teachers, 18.2 percent of science teachers, and 17.8 percent of social studies teachers were teaching outside their fields of expertise. Yet many school systems are much more likely to accept lack of teacher diversity, as well as employment of teachers uncertified in fields to which they are assigned, if these conditions help meet personnel needs set by the state department of education.

Southern communities may fail to address teacher diversity because they view it as a goal they cannot reach in the immediate or near future. For these communities, greater teacher diversity is at best a dream deferred. It will become a major concern only if dire circumstances threaten the stability of the school system. For most communities, however, non-educational factors may also impede efforts to address the shortage or contribute to the failure to respond.

Socioeconomic and Political Impediments

Socioeconomic and political factors often confound efforts to recruit more minority teachers in communities in the South. Some Southern communities refuse to recruit more minority teachers purely for economic reasons.

For a few communities in the region, government employment, especially in public school systems, represents the most stable base of employment for the White middle class. Although African American students often constitute 80 percent or more of the student population, Black teachers are rarely hired, perhaps because they are viewed as a threat to a sizable proportion of the White middle class. Even the involvement of the U.S. Justice Department has not resolved the situation in some communities.

Still other communities, less strident in their objections to hiring more minority teachers, are confounded by perceptions regarding standards, affirmative action, and public views of professionalism in teaching. Higher standards for teachers have come to dominate the public discourse about teaching in many Southern communities. The notion that high scores on teaching tests translate into quality teaching, while suspect, is predominant in many communities, especially when politicians and business people provide leadership on educational issues. Often, in this context, employment of more minority teachers is equated with lower standards and ineffective teaching.

Unfortunately, most non-educators are unaware that raising standards traditionally has resulted in fewer rather than more qualified teachers in classrooms. Generally, an insufficient number of certified teachers initially meets higher standards, resulting in more provisionally certified teachers in schools, the opposite of the intended effect. The concern about minorities and lower standards is misplaced. Greater attention should be placed on understanding the role that public policy, and not simply raising standards, plays in improving teaching.

Closely related to standards is the impact of affirmative action on recruiting more minority teachers in many communities. Members of some communities cite the normal litany of objections to affirmative action when the need for more minority teachers is articulated. All too often, minority professionals (and teachers are no exception) are viewed as less qualified. To hire more minority teachers when Whites are available, then, can be politically difficult in some communities. Finally, minority teacher recruitment initiatives often are related to quotas that are considered undesirable and unattainable.

Public perceptions about professionalism in teaching can confound minority teacher recruitment. While most educational researchers do not feel that an empirical body of evidence exists that differentiates the cognitive contributions of minority teachers in the classroom, most are convinced that minority teachers make significant and effective contributions to the children they teach (Dilworth, 1992).

The public often does not appreciate or understand the professional rigor of teaching. Consequently, many individuals labor under the misguided assumption that anybody can teach. Also, many assume that almost anybody can teach any subject. Therefore, the public concludes that almost anybody can teach any child, a conclusion that educators reject. Most educators would agree that almost any well-prepared teacher, with the appropriate knowledge of content, pedagogy, and cultural sensitivity, should be able to teach any child. But in the public's view, if anybody can teach, why hire more minority teachers?

The Southern Expansion of the Pathways to Teaching Careers Program

The community perspectives just described provided the context within which SEF sought to develop and demonstrate strategies that address the minority teacher shortage in the South. This contemporary challenge, however, pales when compared to the socioeconomic and political difficulties confronted by the pioneers of teacher preparation and development in the early years of SEF. At one time, a portion of the corpus at SEF was devoted exclusively to supporting African American teachers. The Jeanes Fund provided the historic backdrop for crafting the current minority teacher initiatives at SEF (Williams et al., 1997).

The Southern Education Foundation, Inc., was established in 1937 as a combination of four discrete philanthropies with related missions that came into existence shortly after the Civil War. All sought to support the education of the Freedmen. Two of these, the Jeanes Fund and the Randolph Fund (established in honor of the first Jeanes supervisor), provided support and training for rural teachers in African American schools throughout the South. The Jeanes teachers were a group of African American circuit-riding supervisors who provided technical support for ill-trained teachers in poor African American schools in the South. Even when African American teachers became college trained, Jeanes teachers remained a fixture in the South until the early 1960s. SEF, through the Jeanes and Randolph funds, influenced the training of teachers not only in the American South but also in Africa and the Caribbean.

Historically, SEF built its work on the minority teacher issue on the efforts of the Jeanes supervisors. The significant achievements of African American teachers in poorly staffed and segregated schools speak volumes about the contributions they have made to education in America. Unfortunately, African American, Asian, Hispanic/Latino, and Native American teachers are all in short supply today. Moreover, these shortages are predicted to worsen if steps are not taken to reverse declining minority participation in the teacher workforce.

Casting the Mold

In the mid-1980s, a few scholars, educators, and community leaders, influenced in part by Elaine Witty's work at Norfolk State University, began to express concern about the decline in the number of minorities entering the teaching profession. SEF President Elridge McMillan, a veteran educator, former civil rights official in the U.S. government, and supporter of Witty's work, was sensitive to the critical role that African American teachers perform in American education. As a member of the Board of Regents of the University System of Georgia, the state's commission of higher education, McMillan was also cognizant of pipeline issues that contribute to the shortage of minority teachers. In addition, SEF has a long and distinguished history of providing support to teachers in the South.

Drawing on both his experience and the history of the foundation, McMillan prompted the staff to examine the minority teacher shortage and the role that SEF might perform in addressing it. Upon examining the issue, the staff discovered that there was a considerable body of literature on the subject. Nonetheless, only a very few initiatives had been mounted to develop and test appropriate strategies to address the minority teacher shortage. It appeared that SEF could make a significant contribution by convening the appropriate individuals to think about the issue and recommend specific strategies. The president decided that convening a consultation was the most suitable role for the foundation at that early point.

About the same time, the newly

formed BellSouth Foundation started awarding grants to support education programs in the South. SEF applied for and received a planning grant from the foundation. The BellSouth grant supported a consortium of six historically Black colleges and universities (HBCUs) and three graduate schools of education. The consortium developed models to test teacher recruitment strategies. These strategies were part of an implementation proposal that was funded by the BellSouth Foundation. The Pew Charitable Trusts provided a supplemental grant.

The BellSouth/Pew grants enabled SEF to coordinate and manage the implementation of several minority teacher recruitment strategies. The six HBCUs and three graduate schools that developed the models became known as the BellSouth/Pew Consortium on the Supply and Quality of Minority Teachers.

The BellSouth/Pew Consortium produced several models that SEF has used, with modifications, in other grant programs and with other consortia. The models employ several precollegiate recruitment strategies that have been shared with other consortia, and one collegiate strategy unique to the BellSouth/Pew Consortium. This consortium cast the framework from which, with one exception, SEF and selected colleges and universities have sought to influence more minorities to choose teaching as a career.

Refining the Model

In 1988, the Ford Foundation invited SEF and several other organizations around the country to develop, refine, and implement models to demonstrate strategies for recruiting minority teachers. All the organizations were encouraged to use a value-added approach in the initiatives designed to recruit and prepare minority teachers. For SEF, the value-added approach represented a departure from the "best and brightest" strategies that had emerged from the BellSouth/Pew Consortium.

From its inception, the BellSouth/Pew Consortium sought to attract only the highest academic achievers into the teaching profession. The Ford Teacher Demonstration Projects, on the other hand, sought to recruit prospective teachers from a much larger pool and, consequently, employed what many observers considered a high-risk strategy.

The value-added approach came under intense criticism, especially by some educators in states where teacher certification standards were under attack for lacking sufficient rigor. A few years after the projects were begun, the legal wrangling over minority scholarships in higher education complicated the implementation of the value-added approach. Subsequently, the value-added approach — unavoidably, but we think wrongly — became entangled in the affirmative action debate. Nevertheless, ample evidence evolved from the Ford Teacher Demonstration Projects to prove the effectiveness of the value-added approach.

Valued-added Education: In Search of Meaning

The value-added approach to education in general and teacher education in particular was ill-defined when the Ford Foundation funded SEF and other organizations to employ it in teacher demonstration projects. Although many African American educators thought that African American schools, crippled by the legacies of slavery and segregation, used a value-added approach to education out of necessity, the concept was not clearly articulated. Organizations and individuals funded to implement the teacher demonstration projects soon realized that they were to implement a concept that was in search of meaning. After several false starts, the Ford Foundation, the Educational Testing Service (with which the Ford Foundation contracted to evaluate the project), and the grantees agreed on a meaning. The discipline of economics provided a suitable analogy for what the projects were to accomplish.

In the study of production processes in economics, the manufacturers of goods are found to be interested primarily in the outcome or finished product. The elements that go into the manufacturing process are not the sole determinants of the quality of the finished product. Quality depends, in large part, on how the elements are blended and crafted. As the adage goes, the whole is indeed greater than the sum of its parts.

For example, in the production of automobiles, most manufacturers use the same quality of raw materials. Safety and fuel requirements and economies of scale dictate that roughly the same quality of steel, rubber, and plastics are used in the production process. However, the process through which these elements are blended, crafted, and engineered determines whether the finished product is a Chevrolet or a Cadillac. The outcome of the production process depends on the value added to the raw materials used in production. Thus, the transformation process is key.

In similar fashion, the value-added approach to education assumes that by focusing relatively more attention on outcomes, without ignoring inputs, educators can design a learning experience that allows more students to achieve high standards and performance outcomes. The Ford Teacher Demonstration Projects set out to craft a learning experience that produced high achievers, many of whom would not have met performance criteria to achieve teacher certification without the value-added approach to education. The experience gained from the Ford initiative laid the foundation for SEF to build the Southern Initiative of the Pathways to Teaching Careers Program. Before describing the Pathways Program and its outcomes, we provide a brief description of the value-added approach to teacher preparation that became a vital component of the Pathways Program in the South.

The value-added approach is a four-legged stool. The first leg is assessment, the linchpin in the value-added approach to teacher preparation. Assessment provides the requisite input, progress, and outcomes data to judge the effectiveness of intervention strategies in improving student achievement and performance. Assessment also provides students with feedback on whether or not they are reaching their personal, academic, and performance objectives. Finally , assessment contributes valuable information for formative and summative evaluations of projects.

The second leg of the value-added approach is student support. This is the bedrock upon which the value-added approach rests. It provides students with generic support services as well as individualized support mechanisms tailored to students' particular needs. The support services run the gamut from academic tutoring to skills enhancement workshops, cultural enrichment, and even baby-sitting services.

The expense of providing support services is the third leg of the stool. Collaboration among institutions is often essential to ensure that student support services are offered on a cost-efficient basis. By working together, educational institutions can find ways to share the costs of implementing a value-added strategy to increase the number of certified minority teachers within a geographic area. While the benefits of collaboration are most evident in programs to certify candidates from nontraditional student populations, these benefits are equally relevant to precollegiate and collegiate teacher recruitment programs as demonstrated in the Ford projects.

The fourth leg, documentation, is critical to establishing credibility for the value-added strategies used in teacher preparation. Without sound documentation on the effectiveness of value-added strategies, naysayers and critics will create hostile education and policy environments that preclude acceptance of a value-added approach to teacher preparation. Such environments, in our view, obviate opportunities to produce a critical mass of minority teachers needed now and in the immediate future. Quantitative assessment data, when combined with the qualitative data generated by projects, produce a solid basis for validating outcomes, generating additional support, and influencing teacher preparation and certification policies.

The value-added approach to teacher preparation became a part of several teacher demonstration projects throughout the nation. Consortia of higher education institutions were formed to implement the approach in Alabama, California, Georgia, Florida, Ohio, Louisiana, the Navajo Nation, and North Carolina. Each consortium implemented the value-added approach in unique ways while building on the foundation provided by the four elements just cited. Detailed descriptions of the consortia projects and their outcomes are available from the Ford Foundation and the Educational Testing Service.

Implementing the Model

The value-added model, we believe, has the potential for opening up the teacher preparation pipeline and encouraging more minorities to enter the teaching profession. Our confidence in the value-added strategy is demonstrated by the major role it plays in the largest and most highly funded minority teacher recruitment project managed by SEF: the Pathways to Teaching Careers Program.

SEF capitalized on the experience it gained from the North Carolina Teacher Assistants Program, one of the Ford Teacher Demonstration Projects, to modify the Pathways model. The DeWitt Wallace-Reader's Digest Fund initiated the Pathways model in New York City in the mid-1980s and sought to expand the program in 1990. The Fund invited SEF to assist in an effort to expand the Pathways Program into the South.

Teacher certification requirements in the South differ considerably from those in New York. Therefore, the original Pathways model, which targeted noncertified school personnel with bachelor's degrees, had to be modified for implementation in the South. The Ford-funded teacher assistants project provided the insight for adapting the Pathways model successfully to a target population of individuals, many of whom needed undergraduate degrees for certification. In addition, most of the applicants admitted to the SEF Pathways Program had not been enrolled in college for several years. They required and benefited from the extra support provided in the value-added approach to teacher preparation. We turn now to the Southern Expansion of the Pathways to Teaching Career Program coordinated by SEF.

Sow's Ears and Silk Purses: *Pathways to Teaching in the South*

The Pathways Program sought to recruit teachers, especially minorities, to work in inner-city and rural school systems. SEF's mission to promote equity in education for the poor and minorities in the South was clearly aligned with the goals of the Pathways Program. Thus, the goal of the Pathways Program and the mission of SEF are compatible. However, combining the Pathways goal and SEF's mission presented a major challenge. The social and political context for implementing Pathways was becoming more conservative, and efforts to enhance minority participation and representation in the workforce increasingly were coming under attack.

Implementing an equity agenda has always been difficult in the South. Given its mission and history, SEF was prepared to address many of the issues that accompanied the expansion of the Pathways Program into the region. To overcome barriers to the implementation of Pathways that could have been raised by desegregation initiatives, SEF again drew on its experience with the Ford Teacher Demonstration Projects. The requirement for collaboration in those projects, although difficult to achieve initially, contributed noticeably to the effectiveness of the most successful projects.

Therefore, SEF insisted on collaboration in the Pathways Program in communities where two institutions of higher education (IHEs) participated in the project. The requirement for collaboration encouraged the local IHEs to attempt to overcome current, if not historic, barriers to cooperation if they wanted to receive discrete grants for achieving a common purpose. Fortuitously, the legal dispensation of segregation in higher education in most Southern states also required greater collaboration among IHEs. The Pathways Program became a venue through which many participating IHEs sought to fulfill the court-mandated requirements for enhanced collaboration.

The collaboration requirement for designing and implementing the Pathways Program was eventually accepted by all the IHEs that received planning grants to help craft the Southern Initiative of the Pathways to Teaching Careers Program. After the completion of the planning process that SEF coordinated, 10 institutions received grants from the Fund. Previously, two IHEs had received grants in 1992 from the DeWitt Wallace-Reader's Digest Fund and were added to the group coordinated by SEF. Thus, a total of 12 colleges and universities and their nearby local education agencies (LEAs) constituted the Southern expansion.

The Pathways to Teaching Careers Program presented an opportunity to test on a larger scale, and with sufficient resources, an approach to teacher preparation that had been demonstrated on a small scale and with limited resources through funded projects.

As previously noted, the Ford Foundation initiated the Teacher Demonstration Projects during a time when the practice of designating scholarships for minority students at colleges and universities was being legally challenged. Consequently, the consortia that implemented the Ford projects were not able to award scholarship support to students accepted into the projects. Stipends were awarded only to cover a variety of personal expenses incurred by students. Fortunately, the Pathways Program was not confronted with the same legal and financial constraints that affected the Ford teacher projects.

The DeWitt Wallace-Reader's Digest Fund addressed the minority scholarship issue through its wording of the purpose of the Pathways to Teaching Careers Program: to produce teachers — especially, but not exclusively minorities — for inner-city schools. With this understanding and its wealth of experience in promoting educational equity and access in the South, SEF moved vigorously to coordinate and manage the implementation of the Southern Initiative of the Pathways to Teaching Careers Program.

Together, selected IHEs and their LEAs modified, expanded, and implemented a core program originally created by the Pathways sites in New York City. The modifications produced the program that is described in the sections that follow.

Value-added Education: Theory into Practice

As noted earlier, many African American educators believed that a value-added approach to education was inherent in the teaching-learning process in most historically African American education institutions in the South. Legal segregation and discrimination had required those who taught African American youngsters to do more with less in public schools throughout the region. Graduates of these public schools comprised the majority of enrollees in HBCUs in the South. And the graduates of these

HBCUs have effectively held positions of leadership and responsibility in the region and throughout the United States. Therefore, value-added education, many knowledgeable individuals would argue, has been a staple of African American education in the South.

The Southern Initiative of the Pathways to Teaching Careers Program seized the opportunity to continue the academic tradition of turning sow's ears into silk purses. SEF felt that the value-added approach, viewed by many as a risky effort in the Ford Teacher Demonstration Projects, had been formalized and validated as an education theory. Hence, the value-added theory postulated by many African American educators in the South was proven to be an effective and prudent approach to producing more minority teachers in the region. By retaining the core of the original Pathways Program and infusing it with the value-added approach, we produced a program with the following elements: specific target populations, a rigorous selection and screening process, a modified curriculum, an array of student support services, and advisory committees. Each of these program components is described below.

Target Populations

The Pathways Program in the South targeted individuals from three populations, all noncertified employees in public schools. These groups included provisionally certified teachers, substitute teachers and teacher assistants. These pools of individuals were targeted both for practical considerations and because of certain philosophical assumptions.

One factor contributing to the minority teacher shortage is the increasing tendency for newly hired minority teachers to leave the profession within three to five years. Therefore, in light of the sizable investment the Fund was about to make, it was critical to identify candidate pools that would yield individuals who were willing to make teaching a lifelong career.

SEF's experience with the Ford-funded teacher assistants project in North Carolina suggested that teacher assistants and other employees similarly situated were rooted in their communities and willing to commit to the teaching profession. Consequently, we turned to the populations cited as candidate pools for prospective minority teachers.

Philosophically, SEF worked on the assumption that the three populations included individuals who had the experience, insights, and commitment that, with carefully planned additional formal education, would enable them to become good candidates for teaching in inner-city schools. Few newly hired teachers are well-prepared for the challenges of inner-city classrooms, and weak preparation contributes to the minority teacher shortage, especially in inner-city schools. Inadequate preparation, coupled with the fact that new hires often receive the most difficult teaching positions, contributes to the high attrition rate in the profession within the first three to five years. Thus, it was incumbent upon the Pathways leadership to select individuals who possessed the tenacity to persist in inner-city schools. SEF found candidates who possessed all the characteristics sought.

Increasing the number of certified teachers was the ultimate goal of the Southern Expansion of the Pathways Program. However, the program also sought to ensure that the teachers who completed Pathways were the best qualified for the positions they assumed in public schools.

Returning students see themselves differently. They have new knowledge and new skills and want to demonstrate that in some way. They see themselves as different learners and leaders and expect to be treated as such. They are informed about current issues in education and can articulate positions held on these issues.

>> Professor

Research has shown that one of the characteristics related to success in inner-city classrooms is experience in challenging educational settings. Martin Haberman, a leading expert on techniques for identifying teachers for urban classrooms, has delineated some of the characteristics essential to teaching effectiveness in urban schools. After 30 years of research, Haberman concluded that, among other factors, individuals with experience in learning environments that contradict the fictional norm and those who retain the genuine belief that all children can learn possess the essential characteristics to be effective teachers in inner-city classrooms. Haberman's findings, which he shared with the Pathways leadership, supported the idea that the Pathways Program had targeted the appropriate populations from which a pool of teacher candidates could be developed.

Provisionally certified teachers, teacher assistants, and substitute teachers all met the criterion of having successfully worked in inner-city schools. SEF's challenge was to find the best among these to become certified teachers. As a first step toward our objective, we instituted a rigorous selection and screening process.

Selection and Screening

The announcement of the Pathways to Teaching Careers Program in the South generated tremendous interest and unleashed a demand for tuition support for enrollment in teacher preparation programs. In spite of a growing teacher shortage, there were very few programs in the selected states for individuals who wanted to return to college to pursue a teaching career.

The baseline qualification for the program was that an applicant had to possess two years of college credit and meet the admissions requirements at the participating IHE. The other qualities sought were identified in the selection and screening process. At most sites, selection and screening involved the following steps:

- Principals nominated candidates based on recommendations by teachers in the school.
- Candidates submitted an essay.
- Candidates wrote a second essay during the interview process.
- Candidates were observed in the classroom.
- A screening committee interviewed candidates.

The screening committees sought to ensure that the applicants possessed the aforementioned characteristics as well as the intelligence, academic skills, and tenacity required for negotiating a college curriculum. The latter was particularly relevant considering that the majority of the Pathways students, referred to as scholars or fellows, had to balance several often contradictory roles including parent, spouse, employee, and student.

Documenting and Monitoring

Once individuals were accepted into the Pathways Program, each project site endeavored to monitor the academic progress of each scholar. Through counseling, scholars were provided information on course selection. The Pathways directors and coordinators also maintained contact with the scholars' professors to help them avoid academic difficulty. These monitoring procedures often led to interventions that assisted scholars in averting academic failure.

All of the monitoring procedures were documented carefully to provide a record of each scholar's progress and to establish a database for formative evaluation of each project site. The documentation was initially done with the student tracking system (STS) designed by SEF for systematic collection and maintenance of data at the project sites. The STS was eventually incorporated into the evaluation scheme designed by the evaluators hired by the Fund.

Curriculum Modification

Both the nontraditional status of the Pathways Scholars and the purpose of the program required that the IHEs engage in curriculum modification on two levels. First, many of the participating IHEs had to alter schedules to accommodate the hours that the scholars could attend classes. Second, and to a lesser extent, IHEs had to modify their course offerings and content to place more emphasis on urban education.

The alterations in schedules included restructuring some courses to offer them as weekly seminars, while offering other courses during evenings and on weekends. Some required courses were offered at public school sites where the scholars worked. Changes related to course offerings and content included restructuring the schools of education to create an urban education mission and adding courses that provided a more intensive focus on the education of the inner-city child. These modifications contributed to an educational experience designed to meet the needs of the nontraditional student and to produce more effective teachers for inner-city classrooms.

Student Support Services

The Pathways model that SEF inherited had a strong emphasis on student support. Our work with the value-added approach to teacher preparation in the Ford Teacher Demonstration Projects provided a wealth of experience that we applied to enhancing the student support component in the Pathways Program in the South. The original student support component consisted of academic counseling and scholarships. SEF expanded this component to include a formal orientation, mentoring, and a contingency fund. We turn briefly to each element that made up the student support component.

Orientation. Experience has shown that when adult learners return to higher education, it is important to provide them and their families with a clear understanding about what they can expect and what is expected from them. The majority of individuals who leave a program like Pathways do so not for academic or financial reasons alone, but because they lack family support. Spouses, in particular, often fail to appreciate or accept the sacrifices that adult learners must make to balance the competing demands on their time. Without sufficient understanding and support from spouses, many adult learners find it impossible to complete their course of study. For this reason, all of the Pathways sites in the South had formal orientations several times during the academic year for new cohorts and to reinvigorate students currently enrolled. The scholars and their families attended picnics, cookouts, and other gatherings to learn more about Pathways and how to communicate with each other and cope with the stresses of returning to college.

Academic Counseling. In the Southern Expansion of the Pathways Program, academic counseling took on added significance for several reasons. The majority of scholars pursued undergraduate degrees and needed help negotiating the maze of requirements for teacher certification. Also, most of them had been out of school for several years and, although eager, were slightly uncomfortable about returning to college. Further, at the inception of the program, the Pathways Scholars were not well-received on a few campuses. Some faculty members viewed the program negatively (as a part of an affirmative action agenda) and considered the scholars academically unqualified. Therefore, it was important to provide the scholars with as much counseling and academic support as possible. Scholars were assisted with registration to secure the appropriate courses, but also to avoid, if possible, professors who were particularly insensitive to their needs. They were provided tutors and other academic support when warranted. Last, when necessary, the scholars were given special access to the bookstore, copy machines, and library assistance. All of this support was offered to enable them to fulfill their roles as spouses, parents, and public school employees while pursuing a degree in teaching or teacher licensure.

Mentoring. Typically, the Pathways sites in the South provided mentors for scholars. Some mentors were veteran teachers in the schools where the scholars were employed. Others were veteran or retired teachers who were members of the project site advisory committee or retired teachers who volunteered to work with the scholars. Mentors' assistance proved invaluable when the scholars needed additional help with personal or school-related problems. For many scholars, the mentors were a valuable link in the support system of the Pathways Program in the South.

Scholarships. The biggest attraction of the Pathways Program to participating institutions and scholars was scholarships. Each individual accepted into the program was eligible to receive a scholarship that covered at least 80 percent of the tuition assessed by the participating IHE. In some cases, individuals received 100 percent of tuition costs if their personal financial situations warranted it. In a few other cases, individuals received less than 80 percent if a portion of their financial need was met through other sources such as the HOPE (Helping Outstanding Pupils Educationally) scholarship in the State of Georgia.

The Pathways Program was unique in that every effort was made to continue to support students as long as the project directors deemed it prudent and the academic officers at the university did not object. Only those individuals who failed to take a sufficient number of courses or who failed to take courses at regular intervals eventually were dropped from the program. Students considered not in compliance with criteria for continued enrollment by the project director or the university's academic officer were removed from the program.

Contingency Fund. Perhaps the most unusual feature of the Pathways Program in the South was the contingency fund. The desire to keep individuals in the program until they met certification requirements was so strong that an emergency fund was established at each participating IHE. The contingency fund was available to help cover any financial emergency, within reason, that scholars encountered. At the project directors' discretion, money was given to scholars so that their educational progress would not be hampered for want of funds to meet a financial crisis. The emergency funds were used for a host of exacting matters, including payments for rent, car notes, taxis, utility bills, and insurance. While usually small, the amount of money given to scholars to cover emergencies was considered extremely important and helped them cope with situations that could have hampered their ability to continue their education at that particular point in their lives.

Advisory Committees

Advisory committees were the component that made the Pathways Program a viable part of the educational life of the communities that housed them. The advisory committees were composed of LEA personnel, educators, and business and civic leaders in each community that had a Pathways site. These individuals were integral to the success of the projects. Beyond offering advice to project directors and coordinators, the committees were advocates for the program. In some instances, they served as a buffer to absorb and deflect criticism from anti-affirmative action activists and others who sought to obviate and demean the scholars. Because the IHEs at each site shared an advisory committee, the committees were crucial in fostering collaboration at some of the more difficult sites. In sum, at several Pathways sites the advisory committees rendered a valuable service.

The Results of a Value-added Approach to Teacher Preparation

The Pathways to Teaching Careers Program in the South has employed the value-added approach to teacher preparation to produce impressive results. SEF believes that the Pathways model, infused with the value-added approach, possesses the potential to produce a critical mass of teachers, especially minorities, in the South. Below, we share data that reflect the progress of the Southern Expansion of the Pathways Program in meeting the teacher production goals established when the program was initiated. First, however, demographic data about the Pathways Scholars is presented.

Demographic Data

Data collected by the national evaluators of the Pathways Program commissioned by the Fund show that as of the 1997-1998 school year, 970 individuals had been admitted to the programs at 11 of the 12 colleges and universities in the Southern Expansion. (Data on only 11 programs appear in summaries because the funding cycle of the Clark Atlanta University program was asynchronous with that of the others).

Most (69 percent) of these individuals were African Americans; 4 percent were members of other ethnic groups. Whites comprised 14 percent, and the racial or ethnic identity of the remaining 13 percent was unknown. Females comprised 70 percent of those admitted, and males were 25 percent. Data on the gender of 5 percent were missing. Data were available on the marital status of two-thirds of the individuals who were admitted. Forty-five percent were married, 36 percent were single, and 19 percent were separated, divorced, or widowed. Based on these statistics, the typical individual who was admitted to the Southern Expansion of the Pathways Program as of 1997-1998 was an African American married female.

Program Outcomes Data

The following data presented were submitted to SEF in annual reports from directors of the Pathways Program at 11 colleges and universities in the Southern expansion. For nine of the institutions, the program information bears dates ranging from March 31 to April 20, 1998. These institutions are Alabama State University, Armstrong Atlantic State University, Auburn University at Montgomery, Florida Memorial College, University of Memphis, Norfolk State University, Old Dominion Uni-

Table 1

Total Phase I and Phase II Enrollments as of April 1998 in the Pathways Programs at 11 Colleges and Universities in the Southern Expansion

	ENROLLMENT		
College/University	**Total Phase I 1993-1997**	**Total Phase II 1997-1998**	**Cumulative Total 1993-1998**
Alabama State	138	0	138
Armstrong Atlantic	82	21	103
Auburn/Montgomery	141	2	143
Florida Memorial	58	0	58
LeMoyne-Owen*	40	0	40
Memphis	77	15	92
Norfolk	105	17	122
Old Dominion	90	8	98
Savannah State*	57	0	57
Tulane	56	0	56
Xavier	62	1	63
Total	**906**	**64**	**970**

*Data as of October 1997

versity, Tulane University, and Xavier University. The date of the program information for the remaining two institutions — LeMoyne-Owen College and Savannah State University — is October 1997. Data on enrollment, degrees earned, and licensed completion rates follow.

Enrollment. Enrollment data for 11 Pathways Programs are presented in Table 1. A total of 906 individuals entered the programs during Phase I, 1993 through 1997. A total of 64 individuals entered the programs during 1997-1998, year one of Phase II.

Degrees Earned. Table 2 shows the number of degrees earned at the 11 Pathways sites as of April 1998. In the eight programs that offer a bachelor's degree, a total of 180 scholars

Table 2

Number of Degrees Earned as of April 1998 in the Pathways Program at 11 Colleges and Universities in the Southern Expansion

	DEGREES EARNED		
College/University	**Bachelor's**	**Master's**	**Total**
Alabama State	28	29	57
Armstrong Atlantic	16	0	16
Auburn/Montgomery	45	36	81
Florida Memorial	41	NA	41
LeMoyne-Owen*	17	NA	17
Memphis	NA	NA	NA
Norfolk	22	9	31
Old Dominion	6	17	23
Savannah State*	5	NA	5
Tulane	NA	NA	NA
Xavier	NA	24	24
Total	**180**	**115**	**295**

*Data as of October 1997

earned the degree. In the six programs that offer the master's degree, a total of 115 scholars earned the degree. A total of 295 scholars earned a degree while enrolled in the Pathways Program.

Production of Licensed Teachers. Table 3 provides data on the proposed and actual production of fully licensed teachers — i.e., teachers whose licenses signify that they have met the entire academic, testing, and field experience requirements that merit a continuously renewable professional license. Table 3 also gives data on professional licensees in progress or less than fully professional licensed teachers (typically, teachers with provisional or temporary licenses). Initially, the 11 pro-

Table 3

Production of Licensed Teachers as of April 1998 by 11 DeWitt Wallace-Reader's Digest Fund Pathways Programs in the Southern Expansion

College/University	Initially proposed production of professional licensees	Professionals completed	Professionals in progress	Total	Professional licensees as a percent of the proposed number
Alabama State	60	57		57	95
Armstrong Atlantic	55	39	4	43	78
Auburn/Montgomery	60	81		81	100
Florida Memorial	34	25	2	27	74
LeMoyne-Owen*	40	0	35	35	0
Memphis	80	59	17	76	74
Norfolk	160	53	34	87	33
Old Dominion	150	34	17	51	23
Savannah State*	45	13	7	20	29
Tulane	50		22	22	0
Xavier	126		38	38	0
Total	**860**	**361**	**176**	**537**	**42**

*Data as of October 1997

grams proposed to produce at least 860 fully licensed teachers over the grant period, now called Phase I. As of April 1998, the programs had produced 361 fully licensed teachers, or 42 percent of the originally proposed number. Additionally, the programs produced 176 teachers who were less than fully licensed. The fully professional licensed teacher production was 67 percent of the total production of licensed teachers.

A Pathway to Teaching or a Temporary Bridge to Nowhere?

In the absence of principles, standards, or a paradigm for evaluating efforts to institutionalize privately funded programs, SEF inherited the challenge of and opportunity to develop a conceptual framework for assessing the effectiveness of institutionalization of the Pathways Program by the project sites. At the most rudimentary level, we could postulate a continuum that indicated, at one pole, that the grantee adopted completely a program initially funded with private money. The other pole might indicate that the grantee dropped the program completely. Somewhere between the two extremes, indicators would show that the grantee accepted, modified, or retained some elements of the privately funded program. While sufficient, this conceptual approach would not capture the more dynamic nature of institutional development and human interaction that often leads organizations to embrace novel ideas and new programs. Therefore, we propose a conceptual model of institutionalization that focuses on a variety of effects that a privately funded program may have on an organization's tendency to institutionalize it.

Although obvious, it is worth noting that achieving a program's objectives is not synonymous with institutionalization of the program. The fact that a grantee has met program objectives cannot substitute for a plan to sustain the program after its funding has expired. Indeed, private funding, unless converted into an endowment, will never sustain a program. However, a focus on the more dynamic aspects of interaction between an organization's mission, its program, and privately funded projects might provide insights regarding the likely institutional adoption of a program like Pathways.

A Conceptual Model of Institutionalization: Minimal Conditions

A useful model of institutionalization will explain the link between a particular program or project under consideration and an organization's mission, its capacity to achieve the program objectives, and its capacity to make the most of what it learns from the project. When the institutionalization of a program like Pathways is considered, it is important for an educational institution to go beyond a cursory examination of its mission. The mere fact that a college or university offers teaching degrees may not qualify it for a Pathways Program. The institution must first determine whether the preparation of teachers is central to its mission. If teacher preparation is not central to the institution's mission, it will not allocate resources to support the program beyond the grant term.

When an organization has not shown the capacity to achieve a program's objectives, its bid for institutionalization should be considered suspect. Formative and summative evaluations of a project will indicate the extent to which the program objectives were achieved. Although mitigating circumstances might exist, an organization's failure to achieve program objectives with private support does not bode well for its ability to do so when it alone must generate all of the funding for the project. In such instances, it would be very important to study the mitigating circumstances to establish their validity as impediments to reaching the program's objectives. It would be important to know how institutionalization would offset the mitigating circumstances.

An organization's ability to learn from adversity by adjusting to or correcting mitigating circumstances will speak directly to its capacity to institutionalize a program. The failure to make mid-course corrections in a project suggests that an organization has not been sensitive to the feedback in the form of data and information that it collected or received about the project. Hence, it is unlikely that the organization can utilize information and data intelligently or quickly enough to overcome barriers to institutionalization that will certainly arise.

SEF's experience in program development, implementation, and now institutionalization suggests that the foregoing observations define the minimal conditions that should be met before contemplating whether or not an organization should be given the responsibility, and resources if available, for institutionalizing a program. Returning to the continuum posited earlier, we have now provided minimal points of reference for the polar extremes that will anchor the continuum. At one extreme, the program will be adopted by the organization; at the other extreme, it will be rejected. Experience suggests, however, that even when rejecting a program, organizations will provide explanations that attempt to show that various aspects of the program (which was so eagerly sought when others provided the funding) have indeed continued to influence the way the organization executes its mission. With this in mind, we sought to propose a model for institutionalization that captured the rhetoric, if not the reality, of the explanations that we anticipated receiving from those institutions that might fall short in their attempt to institutionalize the Southern Initiative of the Pathways to Teaching Careers Program.

Capturing the Dynamics of Institutionalization

IHEs and LEAs are dynamic organizations. Therefore, conceptual models employed to explain their behavior must be able to capture the fluidity and change that characterize them. In IHEs and LEAs, leaders come and go. Usually, each new administration has a different focus and strategy for implementing the organization's mission. Also, changes in the personnel responsible for executing the organizations' missions occur on a fairly regular basis. Finally, the resources available to these organizations are in constant flux.

Pathways to Teaching Program Institutionalization Matrix

	ANTICIPATED EFFECT	UNANTICIPATED EFFECT	INTERACTIVE EFFECT	RESIDUAL EFFECT
DIRECT OUTCOMES	AD	UD	ID	RD
INDIRECT OUTCOMES	AID	UID	IID	RID

Note: AD=anticipated direct, UD=unanticipated direct, ID=interactive direct, RD=residual direct, AID=anticipated indirect, UID=unanticipated indirect, IID=interactive indirect, RID=residual indirect

To understand better the prospects for institutionalizing the Pathways Program, we devised the matrix presented below to capture organizational dynamics. As the future of Pathways is contemplated, we anticipate institutionalization taking many forms. We believe that the expected variations in institutionalization can be captured best by conceptualizing a melange of outcomes that might emerge from the Pathways Program.

The outcomes we envision would, in their primary manifestations, be direct or indirect. Direct outcomes are those that resulted from the expenditure of resources provided by the Pathways grant. Indirect outcomes are those leveraged by grant support or freed from other uses by grant resources (i.e., matching assets that complemented the Pathways grant, but without which it may have been impossible to successfully implement the grant).

Each direct or indirect outcome, however, could be refined further by effects that were anticipated, unanticipated, interactive, or residual. Anticipated effects result from program objectives. Unanticipated effects are those that were not contemplated and may be positive or negative. Interactive effects are those that in classic social science research are referred to as reactive, that is, responses that research subjects often attribute to spurious stimuli that may not be the focal point of a research study. For our purposes, we have labeled such effects interactive because they may be co-products of the Pathways grant and an existing resource base that may be internal or external to the project sites. Finally, some effects might be residual. Simply stated, some effects, or indicators of institutionalization, will be remnants of the Pathways Program at particular sites.

When placed in the Pathways matrix, these findings show a series of outcomes and effects that will indicate the extent of institutionalization of the Pathways Program at the project sites.

Data on Institutionalization of the Pathways Program

In the discussion below, we cite data on institutionalization that occurred prior to the initiation of Phase II of the Pathways Program as reported to SEF by program directors.

Institutionalization Prior to Phase II

Two or more of these features of the Pathways to Teaching Careers Program were institutionalized before Phase II at seven colleges and universities:

(1) new or revised programs of study to better prepare teachers for urban schools,
(2) modifications in the delivery of instruction to enhance learning,
(3) flexible scheduling of course offerings to accommodate enrollment of school workers,
(4) academic monitoring and advising to foster student progress in the program,
(5) support services to meet special needs of Pathways Scholars, and
(6) collaboration with the local school system and the paired university in program maintenance and development.

Less prominent among the Pathways Program features institutionalized prior to Phase II were a scholarship program for teacher education students funded by one university, the Pathways screening model adopted by the college of education at one university, and academic credit for life experience at another. Specific institutionalized features of the Path-

College/University	Institutionalized Pathways Features Prior to Phase II
Alabama State	• Campus child care center • University-funded scholarships • New programs for teacher education students
Armstrong Atlantic	• New courses: "Cross-Cultural Communication," "African American Studies," and "Oral Language for Teachers" • Minority adjunct faculty members • Courses taught in Chatham County schools; courses not taught at Armstrong are taught only at Savannah State by Armstrong faculty to encourage Armstrong students to take courses at Savannah State • Flexible scheduling in the Math Department • An advisement and appeals process for alternative preparation program
Auburn /Montgomery	• Learning Lab, Instructional Support Lab, Counseling Center, and Special Services Center • Evening and weekend courses
Florida Memorial	• Off-campus centers (four sites) • Academic advisement system • Retention improvement strategies • Academic credit for life experience
LeMoyne-Owen	• National Teacher Examination preparation course/seminar and tutoring • Ethics and Professionalism course in general education curriculum
Memphis	• New alternative programs of study for teacher certification • Partnership agreements with participating school systems
Norfolk	• Five instructional modules on teaching the urban student and working with urban parents, workshops, seminars, and annual regional conference on teaching the urban child • An elective course on community service and volunteerism • Modifications in schedule and instructional delivery • Campus child care for children of evening enrollees • Collaboration with Norfolk Public School System and Old Dominion University
Old Dominion	• Funding a portion of the Pathways office expenses
Xavier	• Post-baccalaureate certification programs in elementary education and specific disciplines of secondary education • "Add-on" certification program in special education

College/University	Chance of Pathways Features Becoming Institutionalized During Phase II	
	MOST LIKELY	**LEAST LIKELY**
Alabama State	• Advisement system • Recruitment techniques	• Funding child care for needy students and study leave from local schools
Armstrong Atlantic	• Special adviser to president on minority affairs • Annual university lecture by an African American scholar • A scholarship for minority teacher education students • Maintenance of diversity initiatives institution-wide • Developmental mathematics • Grammar workshops	• Adequate funding for books, emergency needs, etc. • Certain workshops for scholars and their families • An individual adviser for the Pathways Program • Mid-term grade reports on scholars
Auburn/Montgomery	• A more open attitude toward the nontraditional student	• Scholarships and financial aid
LeMoyne-Owen	• Redesigned curriculum for teaching in urban schools	• Student financial support: 80% tuition and emergency
Florida Memorial	• Campus child care • Tutoring/monitoring • Orientation systems • Professional workshops	• Financial emergency assistance for family support and textbook purchases
Memphis	• All phases — some with modification	• Possibly tuition waiver, but exploring ways to implement an academic year payroll deduction
Norfolk	• Currently institutionalized features will continue	• None
Old Dominion	• Project coordinator position • Reduced tuition	• Total scholarship support
Xavier	• A new curriculum • Flexible scheduling • "Learning Plus" to assist with Praxis	• An 80% tuition waiver • Field supervisor

ways Program at each college or university are outlined in the chart on page 75.

No institutionalization of the Pathways Program was reported by directors of the program at Tulane University, where teacher education and certification programs are being phased out, and at Savannah State University, where the professional component of the program was conducted in collaboration with Armstrong Atlantic State University.

College/University	Positive Indicators of Future Institutionalization
Alabama State	• Inclusion of facets of the Pathways Program in the ASU College of Education NCATE report
Armstrong Atlantic	• President's memorandum, which assured covering cost of program administration, seed funding, and promoting diversity • Neighboring counties' administrations express strong interest in becoming affiliate sites • Program's continuous attraction of money from outside sources
Auburn/Montgomery	• A concerted effort to offer more evening and weekend courses
Florida Memorial	• Program appears in the academic vice president's "Recommendation for Goals and Objectives" 1998-1999 report
Memphis	• University administration endorses Phase II proposal
Norfolk	• Phase I Institutionalization
Old Dominion	• Project coordinator's position has been submitted to the president for approval • Approved reduced tuition
Xavier	• President's commitment to support the program because of its focus on preparation of mathematics and science teachers

Features Most and Least Likely to be Institutionalized During Phase II

Of the Pathways Program features that were considered most likely to become institutionalized during Phase II, one feature was common among several colleges and universities. That feature was new or revised programs of study — including either entire curricula or professional workshops and seminars. Two Pathways Program features considered least likely to become institutionalized during Phase II were common among two or more of the colleges and universities. These were tuition scholarships or waivers of 80 percent or more and emergency financial assistance to scholars.

Pathways Program features considered "most likely" and "least likely" to become institutionalized during Phase II at each of the colleges/universities are listed in the chart on page 76.

College/University Administrators' Support of Phase II Institutionalization

The items most frequently listed as "a most positive indicator" that the college and university administration would institutionalize selected features of the Pathways Program during Phase II were: (1) the president's documented commitment to supporting the Phase II proposal and (2) official statements from other high-level administrators that showed support for the Phase II proposal. For each institution, the most positive indicators that the college or university administration would institutionalize selected features of the Pathways Program are described on page 77.

SEF's Role in the Southern Initiative of the Pathways to Teaching Careers Program

SEF's role as the coordinating agency for the Southern Expansion was consistent through Phase I of the program. The foundation was responsible for ensuring that projects were appropriately designed and implemented by the participating institutions. We provided the support and oversight required to fulfill our responsibilities. As Phase I came to a close, SEF helped project sites make the transition from managing temporary programs to incorporating Pathways into the life of their organizations — achieving institutionalization. However, some of SEF's responsibilities have been consistent throughout the life of the Southern Expansion of Pathways. Described below are SEF's various responsibilities as organizer, coordinator, monitor, convener, facilitator, technical assistant, and reporter.

Organizer

SEF organized the Southern Expansion of the Pathways to Teaching Careers Program. We recommended the institutions for participation in Phase I. We provided oversight and technical support for the development of both the planning and implementation grants. We then supervised the implementation of the program at each site selected by the Fund. The essence of the work associated with that supervision has been explained throughout this paper.

However, as the organizer of the Southern Expansion, we also served as the link between the Fund and the project sites. We conceptualized our role in this respect as that of a clearinghouse. We were the conduit for exchanging information between the project sites and the DeWitt Wallace-Reader's Digest Fund. In this context, we were the first point of contact for the project sites regarding matters related to the submission of proposals, reports, and requests for program and budget modifications. Similarly, we have provided information to the project sites for the Fund.

Coordinator

In the role of coordinator, the bulk of our work was related to the preparation and submission of proposals and reports by the project sites. SEF expended an enormous amount of time and effort to ensure that all of the project sites had the requisite information to prepare proposals and reports that met the specifications of the Fund. We have met many challenges in successfully fulfilling our role as coordinator.

Monitor

One of SEF's major responsibilities was to monitor the implementation of the Pathways Program at the project sites. We conducted several activities to fulfill our monitoring responsibility. First, we made visits to all of the project sites on numerous occasions. We visited several sites more than others because they had more needs or problems. At each site, SEF personnel met with the chief administrator of the IHE or the next in command. The dean of the school or department of education always welcomed and worked with the SEF visiting team. We also met with the superintendent of the public school system or its director of personnel. And at all sites, we had extensive visits with the Pathways Scholars.

Finally, we interviewed many of the administrators, participants, and personnel associated with the projects. In addition, we requested and received intermittent reports from the projects to enhance our ability to monitor their progress. In August of 1996, for example, we were concerned about the lack of progress toward meeting teacher production goals set in the original proposals submitted to the Fund. We convened the project site directors to investigate the problem and requested site reports. The project reports provided data that indicated that the lack of progress was due to a problem of definition. When SEF more clearly defined the term "certified teacher," the number of teachers produced by most of the project sites increased dramatically. This information, in turn, was presented to the Fund. It represented a major effort to clarify an issue that had masked evidence of project progress. It also was an excellent example of SEF's stewardship of the Southern Expansion of the Pathways Program.

Convener

Since the inception of the program, SEF took responsibility for bringing the directors of the Pathways sites together to share both their common and unique experiences related to program implementation and management. Because the Pathways Program addressed the academic needs of nontraditional students, the project directors appreciated the opportunity to learn from each other.

The campus environments at some Pathways sites were more sensitive to the needs of nontraditional students, given that they focus on students who tend to commute and who are older. During the meetings, the IHEs that cater to nontraditional students often provided valuable insights to the IHEs that had to make adjustments to meet the needs of these students.

SEF generally convened the Pathways site directors twice each year. Depending on the financial resources that the project sites and SEF had at any given time, the meetings alternated between Atlanta, SEF's home base, and that of a project site.

Facilitator

SEF's role as facilitator might more aptly be described as troubleshooter. Three types of situations typified SEF's role in this context. First, SEF helped the national evaluators to develop survey instruments that met their needs but that also were sensitive to the other reporting and data collection responsibilities of the project directors. In addition, SEF answered the charge to encourage the project directors to provide the data requested by the evaluators.

Second, SEF received requests from the project directors to help them resolve problems involving the chief administrators and other officials at their universities. In general, SEF prefers not to engage in the internal affairs of the organizations participating in the projects that the foundation manages. Nonetheless, we proceeded judiciously in approaching sensitive internal situations when our support became necessary to ensure that the objectives of the projects were met.

Third, the collaborative nature of the Southern Initiative of the Pathways to Teaching Careers Program ensured at least some degree of conflict. Whenever two or more IHEs collaborate, conflict over some issues is inevitable. At several project sites, SEF expended substantial amounts of energy forging collaboration between IHEs. In some cases, collaboration was necessary to conserve and leverage resources. In other cases, collaboration was imperative if the project was to be conducted at all.

Technical Assistant

SEF always provided technical assistance to the project sites in the Southern Expansion. On occasion, we provided assistance to Bank Street College, the coordinating agency of the Midwest expansion of the Pathways Program. Technical assistance, however, was a major responsibility for SEF in Phase II of Pathways. During Phase II, the major task of the project sites was to promote institutionalization of the Pathways Program. SEF provided the technical assistance to help the project sites achieve their goal.

To provide technical assistance to the project sites, SEF focused on several tasks:

(1) helping the project sites develop effective fundraising strategies to acquire financial support,

(2) helping the sites enhance their fundraising strategies with an effective communications program to convey information about Pathways,

(3) helping the project directors understand how to approach policymakers who could influence the development of legislation and the implementation of administrative practices that supported the Pathways Program, and

(4) helping project directors understand the politics of their own IHEs so they could improve the Pathways Program and gain stronger institutional support.

Reporter

The final task that SEF performed as coordinator of the Pathways Program was reporting. SEF has been and continues to be responsible for coordinating the submission of reports to the Fund. We collect annual reports on project activities from the project sites. Then, we prepare a summary of the annual reports and submit our summary to the Fund. In addition, we prepare a report on SEF's coordinating activities for the appropriate period. Other reports sent to the Fund from the project sites are also cleared through SEF.

Lessons Learned from the Southern Expansion of the Pathways Program

The Southern Expansion of the Pathways to Teaching Careers Program that SEF developed, implemented, and managed — like other value-added programs we have coordinated — taught us several important lessons. Our capacity both to benefit from and to share these lessons will depend upon new or expanded opportunities to manage similar projects, as well as our creativity in and support for disseminating the knowledge we have gained.

The most satisfying lesson is that the Pathways model works. The project sites that came closest to implementing the Southern modification of the Pathways model succeeded in producing minority teachers. Equally as important, those sites, through the model, possessed the flexibility to overcome barriers and make the requisite adjustments to succeed.

Yet even those sites that did not do all we planned were able to achieve some success because of the strength of the model. The numbers cited in Table 3 (page 68) speak directly to the success of the Pathways model. In part, success was achieved because the model allowed some of the sites to resolve unanticipated difficulties.

One such difficulty was the eligibility of segments of the target population to meet college entrance requirements. Initially, the project directors screened the target population to determine eligibility for participation in the Pathways Program. But no screening was done to determine how many within the target population actually met the admissions requirements of the IHEs participating in the program.

Three project sites were significantly affected by this problem. Administrative remedies provided solutions to the admissions quandary for two sites. The solution for the third site was serendipitous. One site learned that the state commission on higher education permitted individuals who had been out of college for a designated period of time to gain admission under a policy called "fresh start." The "fresh start" policy allowed returning students to drop less-than-favorable grades received during the first and second years of their first college matriculation. Several Pathways students at one university were admitted under the "fresh start" policy.

The second project site discovered that its college of education would allow students to attend special classes without being formally admitted. A bridge program was established for selected Pathways applicants (those who did not earn the required Miller Analogies Test score) to prepare for college admission. The project administrator determined that applicants unable to achieve the designated score would not, even with special assistance, achieve admission. This strategy was moderately successful.

The third project site resolved its admissions dilemma by chance. The LEA changed its long-standing policy toward noncertified teachers and abolished permanent provisional certification. Subsequently, a significant number of provisionally certified teachers sought certification through the Pathways Program. As a result, the project site had more applicants than it could accept.

It is now obvious that educators designing a Pathways-styled program should determine in advance the college eligibility of the target population. Without knowing how many individuals within the target population can gain admission to the IHEs participating in the project, many individuals may apply for admission, but few may actually enter the program. This is a critical lesson learned from the Southern Expansion of the Pathways Program.

Another important lesson that we have learned from Pathways and other projects involving paraprofessionals stems from a problem that has been partially resolved but continues to vex us. Pathways Scholars who need to retain their salaries and employee benefits during their student teaching experience face a dilemma. Most state teacher-certification agencies require individuals engaged in student teaching to relinquish jobs that they may hold with public school systems.

In addition, most LEAs do not permit individuals to student teach in schools in which they have been employed. Under these requirements and conditions, Pathways Scholars faced a conundrum. While most scholars had pursued teacher certification for two or three years, under the requirements governing student teaching, they could not complete the certification process without risking significant personal hardship.

Three of the project sites devised solutions that allowed the Pathways Scholars to receive salaries and benefits during the student teaching phase of the program. The public school system at one site permits the Pathways Scholars to hold the title "teacher of record" during student teaching, which entitles them to continue to receive pay and benefits. The entitlement approach to benefits during student teaching is the most preferred, because it establishes a dependable policy upon which a program for paraprofessionals can be built.

A second site has petitioned the

board of education for funds to support Pathways Scholars during student teaching. The board of education at the site allocated $48,000 for two years to support scholars during student teaching. The project directors believe that most scholars will complete their course of study during this funding period. The obvious difficulty with this approach is that the funding allocations are vulnerable because of the political makeup and dynamics of the board of education.

A third site, under state law, has the flexibility to assign Pathways Scholars to an internship in lieu of student teaching. As an intern, the scholar is permitted to draw a salary and benefits. However, some teacher educators question the quality of the internship experience because it is not conducted under a supervising teacher. While the quality of the internship may be questionable, it is certainly preferable to disrupting scholars' progress toward certification and having them leave the program with only a provisional certificate. Many scholars who cannot receive benefits necessarily choose the provisional certificate as an option, thus thwarting the objective of the Pathways Program. It is evident to us that a Pathways-styled program cannot be implemented without a solution to the student teaching benefits dilemma.

Another major lesson we learned from our experience with Pathways is that the program should function as a main organ of instruction at the IHE and not an appendage. Some IHEs are tempted to acquire a Pathways Program to accomplish objectives and fulfill agendas that have little to do with producing qualified teachers. For example, some IHEs attempted to increase the presence of minority students on campus by acquiring and implementing a Pathways-styled program. Others attempted to improve their image in the community by using Pathways to meet community service obligations. In none of these instances was Pathways central to the academic life of the IHE. Therefore, in none of these cases was a Pathways-styled program launched.

Much to our chagrin, we have learned to accept the fact that Pathways, like any other program in higher education, is susceptible to administrative instability. Administrative turnover in higher education often makes it difficult to provide stable leadership for a program like Pathways. Unlike most other programs, however, the leadership of Pathways can be crucial to scholars' success. As a special group of nontraditional students, Pathways Scholars came to rely on program leaders to help them traverse many obstacles. If the program leadership changed often, as it did at some sites, many scholars suffered as they attempted to move successfully through the program.

Even so, a program-coordinating agency like SEF can do little to resolve the problem of administrative instability. The agency, as coordinator, must remain flexible and willing to provide requisite support to sustain the program through leadership transitions. Foremost, the coordinator must ensure that scholars' interests are protected during periods of instability.

The Pathways Program is an excellent model for second-chance programs in any profession. The vicissitudes of life often prevent individuals, especially young people, from successfully pursuing and completing their postsecondary education. Our economy, on the other hand, increasingly demands individuals with highly technical skills. The Pathways model offers a paradigm for recruiting and preparing people who seek to upgrade their skills and prepare themselves for the more technical workforce by acquiring the college degree that may have eluded them earlier in life.

Our experience clearly indicates that individuals, employers, and communities benefit from a program like Pathways. The individuals both upgrade their skills and raise their self-esteem. The employer has an individual who is loyal and more productive. The community benefits by having individuals who are capable of contributing more to the tax base and who can be more productive citizens.

Promoting Institutionalization

Phase II of Pathways was dedicated primarily to promoting institutionalization of the Pathways Program. SEF engaged in systematic efforts to help the project sites develop the requisite resource base to sustain the program. The crux of the challenge was to get the IHEs and LEAs to place Pathways among their priorities for internal and external support. Without this commitment by the institutional participants, Pathways will simply be one among a host of privately funded programs that passed through the institutions, leaving no sustainable benefits. To date, a variety of program features have been institutionalized as delineated in an earlier section of this paper.

Establishing Affiliate Sites

Another major challenge is the continued expansion of the Pathways Program. The expansion vehicle selected is the establishment of affiliate sites. Affiliate sites are hybrids in that they have many features of the current sites with one major exception — they receive no grants from the Fund or SEF. However, affiliate sites receive all of the technical support provided to current sites by SEF.

To get prospective sites genuinely interested in joining the program under the conditions stipulated, SEF employed a rigorous set of selection criteria. The affiliate selection protocol follows.

- The community must have a documented need for minority teachers.
- The targeted population must constitute a critical mass of prospective teachers.
- The recruitment pool, in substantial numbers, must meet the admission criteria of the participating IHEs.
- The IHEs must document their teacher accreditation status.
- The education program at the IHEs must be able to address the community's teacher shortage.
- The technological capacity of the IHEs should accommodate distance-learning.

Technology Utilization

The Pathways Program must find creative ways to make better use of technology. Technology can be critical to the future success of Pathways in two important ways. First, technology can help sustain the current network of Pathways sites by helping defray the cost of maintaining communications among sites and with SEF. Travel and lodging costs were a significant expense in the Pathways Program, specifically the costs associated with SEF's travel to sites and the costs of convening participants from the various sites. Though the technology is not in place yet, it is possible to envision a future when site visits and large meetings could be conducted electronically, thus significantly reducing the cost of maintaining the Pathways network.

Similarly, electronic connectivity will play an essential role in expanding the Pathways Program. Since there are no grants for the affiliate sites, it will be important to pursue ways that electronic connectivity can support institutional efforts to deliver the curriculum and other program components at reduced cost. SEF is currently managing a major instructional technology project that we hope will provide valuable insights that can assist us in using technology more effectively and creatively to maintain and expand the Southern Initiative of the Pathways to Teaching Careers Program.

Threats to Equity in the New Millennium

Economic and educational equity are threatened by several contemporary trends. Among these is the increasing demand for a technically trained workforce. In addition, the standards movement in education and the teacher shortage in inner-city and rural school systems both constitute major threats to equity.

Although its relevance to the educational community may not be apparent at first glance, the recent experience of one of the nation's largest and best-known labor unions is both cautionary and instructive. In the mid-1990s, the United Auto Workers Union (UAW) initiated a strike against the General Motors Corporation (GM). GM insisted that the union change some of its practices that, in its view, promoted inefficiency and put the company at a competitive disadvantage. In addition, the company contended that it could make the same products at a lower cost by reducing the cost of labor. All of these savings can and will eventually be achieved in part, GM argued, by transferring production to cheaper labor markets. While GM would not be the first American manufacturer to reduce costs by transferring jobs, it would be the largest.

The UAW countered that the

strike was waged to symbolize what is happening to jobs that have placed and maintained many families in the American middle class. They pleaded for GM and other companies to show loyalty to American workers. Unfortunately, the pressure of global competition, the need to strengthen stock prices, and greater reliance on more efficient technology seemingly caused the union's plea to fall on deaf ears.

The only viable solution for the union members and their progeny is to become better educated and more technically skilled. This strike may have signified the end of an era when a high school education alone could serve as the ticket to a middle class lifestyle. Without the requisite skills or education to participate in the high-tech economy, the financial health of many Americans will erode, and the gap between the rich and poor will continue to widen.

Another threat to equity is the standards movement in American education. The influential work of the Education Trust on standards in education reflects a national angst over weak standards, from kindergarten through college. Most states now are trying to raise standards for all students and are taking steps to ensure that teachers can teach according to new standards. Problematic, however, is the lack of adequate support for students to meet these new standards. Standards tend to threaten equity because most of the students who need additional support and other resources are minorities and poor Whites in inner-city and rural school systems.

Inner-city and rural school systems, unfortunately, are the very locales that have the greatest shortages of minority and effective teachers. The National Commission on Teaching and America's Future states that

> ". . . on virtually every measure, teachers' qualifications vary by the status of the children they serve. Students in high-poverty schools are still the least likely to have teachers who are fully qualified and are most likely to have teachers without a license or a degree in the field they teach."

Thus, the shortage of minority and qualified teachers is itself a threat to equity. Without dedicated and competent teachers like those produced by Pathways and other value-added programs, an increasing number of our children and youth will not receive the education that will enable them to compete in the increasingly technological society of the 21st century. Without positive intervention, these are the Americans who will continue to remain at the lowest end of the economic strata.

References

Clewell, B. & Villegas, A.M. (1997). *DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers program: Program evaluation*. New York: The Urban Institute.

Dilworth, M. (Ed). (1992). *Diversity in teacher education: New expectations*. San Francisco: Jossey-Bass.

National Center for Education Statistics. (1993-94). *School and staffing survey*. Washington, DC: U.S. Department of Education.

National Commission on Teaching and America's Future. (1997). *Doing what matters most: Investing in quality teaching*. Washington, DC: Author.

Southern Education Foundation. (1987). *Enhancing the production of minority teachers: Implementing a consortium approach*. Atlanta, GA: Author.

Southern Education Foundation. (1990). *The Louisiana consortium on minority teacher supply: A proposal submitted to the Ford Foundation*. Atlanta, GA: Author.

Southern Education Foundation. (1990). *The North Carolina consortium to increase the supply of minority teachers: A proposal submitted to the Ford Foundation*. Atlanta, GA: Author.

Southern Education Foundation. (1991). *The Pathways to Teaching Careers program: A proposal submitted to the DeWitt Wallace-Reader's Digest Fund*. Atlanta, GA: Author.

Southern Education Foundation. (1998). *The first annual report on phase II of the Pathways to Teaching Careers program: A report submitted to the DeWitt Wallace-Reader's Digest Fund*. Atlanta, GA: Author.

Williams, M.M., et al. (1979). *The Jeanes Story*. Atlanta, GA: Southern Education Foundation.

Recruiting and Retaining MINORITIES *in Teacher Education: Implementing the Value-Added Approach*

Saundra N. Shorter and **Zoe W. Locklear**

For more than a decade, public education professionals have expressed increasing concern regarding the nationwide trend toward a teacher shortage. Moreover, given the surge in public school enrollment, the teacher shortage problem is likely to get much worse before it gets better. Projections indicate that America will need to hire 2 million new teachers to meet the rising enrollment demand and replace an aging teaching force. According to Garibaldi (1989), the teaching workforce is increasingly represented by teachers with many years of experience who are eligible for retirement. If the current trend continues, and as these teachers retire, there will be an insufficient number of new entrants to fill the vacated positions.

Saundra N. Shorter, Ed.D., is a professor of special education at Fayetteville State University (FSU). A veteran educator with more than 31 years of higher education teaching experience, she has served as the dean of the FSU School of Education and as chair of FSU's Division of Curriculum and Instruction.

Zoe W. Locklear, Ph.D., is dean of the University of North Carolina at Pembroke School of Education. She is a member of the North Carolina State Board of Education and former chair of the North Carolina Advisory Council on Indian Education.

There is an immediate demand for teachers in a broad range of subject areas. Most school districts need special education, science, mathematics, and bilingual education teachers. Further, statistics indicate that in schools with the highest minority enrollments, students have less than a 50 percent chance of getting science or mathematics teachers who hold licenses or degrees in the fields in which they teach (National Commission on Teaching and America's Future, 1996).

Especially alarming is the increasing shortage of minority educators. Several national teacher education organizations have stressed the importance of having teachers of color as role models in the classroom (American Association of Colleges of Teacher Education, 1987; American Council on Education, 1988).

Not only are African American, Hispanic/Latino, Asian, and Native American teachers critical as role models for children from these same ethnic groups, but they also are necessary to provide a greater access to knowledge and skills for all students (Dilworth, 1992). If unchecked, the minority teacher shortage will have a significant impact on students from all ethnic backgrounds. Minority and majority students alike will have limited cross-cultural exposure to educators from a variety of backgrounds, thereby missing out on opportunities to see minorities in positions of authority in the school environment. Hence, the cycle will continue leading minority students to believe that a career in education is either infeasible or undesirable (Hatton, 1989).

In 1990-91, 86 percent of public elementary and secondary school teachers were White, 9.2 percent were African American, 3.1 percent were Hispanic/Latino, 1.0 percent were Asian/Pacific Islander, and 0.7

percent were American Indian/Alaskan Natives. Comparatively, for the same time period, 68 percent of the student enrollment was White, 16 percent was African American, 12 percent was Hispanic/Latino, 3 percent was Asian/Pacific Islander, and less than 1 percent was American Indian/Alaska Native.

These enrollment figures represent a 68 percent increase in the Hispanic/Latino student population and a 158 percent increase in the Asian/Pacific Islander student population for a 15-year time period. Students of color account for about 75 percent of urban school enrollment, while the urban workforce is now only 38 percent minority (Snyder & Hoffman, 1994). Further, minority students constitute the majority in 23 of the 25 largest school systems (Larke & Larke, 1995).

For more than a decade, teachers of color have been leaving the teaching profession in disproportionately greater numbers than majority teachers (Lewis, 1996). According to the 1988 Metropolitan Life Survey, 40 percent of the minority teachers said they were likely to leave teaching within five years, compared to 25 percent of non-minority teachers. Also, 55 percent of minority teachers with less than five years of teaching experience said they were likely to leave the profession. This prospect further complicates the shortage issue.

One of the primary reasons for the present minority teacher shortage is that fewer minority students are attending, matriculating, and graduating from college (Dilworth, 1990). For African American students, the number and proportion of students enrolled in college should be higher, particularly in light of population demographics (Garibaldi, 1989).

A second reason for the shortage

relates to the overall decline in minority teacher education enrollment and graduation rates. The total number of bachelor's degrees in education awarded to African American and Hispanic/Latino students fell from nearly 16,000 in 1977 to 6,500 in 1987. It has been proposed that the diminishing number of minority teacher education candidates has been caused by the mandated competency and certification tests now being required for teacher licensure in most states (Larke & Larke, 1995). Data indicate that approximately 32,933 minority candidates and teachers — including 19,499 African Americans, 8,172 Hispanics, 1,562 Asians, 687 American Indians, and 3,013 other minorities — have been eliminated from teaching upon failing to achieve passing scores on these tests.

In North Carolina, as teacher demand increases, the percentage of teachers employed from initial licensure must increase or the supply of teachers for needed positions will fall short (North Carolina Department of Public Instruction, 1997). The demand for new teachers is expected to exceed 8,000 by fiscal year 2005-06. To counteract these trends, an increasing number of recruitment and retention strategies have been conceived, proposed, and implemented by teacher education programs in institutions of higher education in collaboration with the North Carolina Department of Public Instruction.

Project TEAM (*Teaching Excellence Among Minorities)*

When addressing the minority teacher shortage, developers of Project TEAM considered a value-added approach, emphasizing alternative models of assessment for evaluating potential teachers, developing cooperative/collaborative approaches to training among participating institutions, and initiating alternative ways to encourage and recognize performance by students.

In spring 1989, the Southern Education Foundation (SEF) received a planning grant from the Ford Foundation to establish a collaborative effort in North Carolina to develop a set of projects to increase the supply of minority teachers in the state. SEF invited 17 colleges and universities to join them in creating this collaborative model; 11 ultimately responded to SEF's request and participated in the planning process. The institutions that collaborated were six public colleges and universities and five private institutions — nine historically Black colleges/universities (HBCUs) and two predominately White institutions. Out of this effort, four projects were ultimately created, all having a recruitment and retention focus. Thus, Project TEAM was implemented.

A value-added model designed to address the insufficient recruitment and retention of minorities in teacher education, Project TEAM was specifically geared toward at-risk undergraduate students in teacher education. The collaborative project operated on two campuses in southeastern North Carolina: Fayetteville State University (FSU), an HCBU, and the University of North Carolina at Pembroke (UNCP), a historically Native American serving institution. To increase the pool of minority students completing teacher education licensure programs, Project TEAM embraced a value-added approach seeking strength in collaboration between institutions. Specifically, the Project TEAM program had two major goals:

(1) to field test a model summer

enrichment program (the summer institutes), and

(2) to increase the number of minority students successfully completing teacher education programs.

Project TEAM was designed to achieve the following outcomes with pre-service teachers:

- heighten cultural sensitivity,
- develop professional attributes and professional ethics,
- strengthen test-taking skills through the use of computers,
- develop critical-thinking skills,
- broaden life experiences through participation in cultural activities,
- improve academic skills through individual tutorial services,
- develop effective teaching strategies using multimedia techniques, and
- promote skills for becoming master teachers.

Project TEAM Format

Project directors used planning grant funds to develop a recruitment and retention plan for Project TEAM during the fall of 1990. The plan included the design and implementation of recruitment and retention activities and an intensive summer institute. Recruitment and retention activities were sponsored at both institutions throughout each academic year from 1991-95. The announcements for these activities usually occurred during meetings for teacher education majors, faculty meetings, and teacher education classes. All African American and Native American teacher education majors were solicited and encouraged to participate in all activities.

Specifically, students were taken to a variety of cultural and educational activities. For example, students were taken to a number of Broadway productions on the UNC-

Pembroke campus. These included "Into the Woods" and "Queen of the Blues." Additionally, students not only attended annual educational forums held on the FSU campus, but on two occasions served as presenters for teaching strategies and test-taking skills workshops. Project TEAM students also attended the annual Black history programs at FSU's School of Education, which emphasized noteworthy contributions of African Americans to the fields of education, science, mathematics, and history.

Summer Institute Participants

An annual five-week summer institute was designed to alternate between the two campuses. From the larger pool of participants, 10 students from each institution were selected to participate in each summer institute. To select students for participation, project directors and an advisory committee of administrators, faculty, and students from both colleges/universities established criteria. The criteria for participation and applications for students who met those criteria were disseminated to students. Once the completed applications were returned, a committee determined which students would benefit from the summer institute.

Table 1

Summer Institute Participants by Year, Race and Gender N=77

	1991		1992		1993		1995	
	AA	NA	AA	NA	AA	NA	AA	NA
Males	8	1	5	0	4	2	2	4
Females	4	7	11	4	9	5	7	4
Totals	12	8	16	4	13	7	9	8
	(20)		(20)		(20)		(17)	

AA=African American; NA=Native American

BEST COPY AVAILABLE

I have grown in ways that I never even thought about before. I feel more independent and ready to take on the world: in the classroom, in graduate school, and wherever else the challenge arises.

>> Summer Scholars Program Graduate

The first Project TEAM institute was held at Fayetteville during May and June 1991, and additional five-week sessions followed during the summers of 1992, 1993, and 1995, alternating between the FSU and UNC-Pembroke campuses. A total of 50 African American students (31 females and 19 males) and 27 Native American students (20 females and 7 males) participated in the four summer institutes (see Table 1).

The students represented both traditional and nontraditional populations, ranging in age from 18 to 46 years, with an average age of 25.6 years, and included single, married, and divorced individuals. Further, the summer institute participants evidenced academic, social, and/or economic at-risk characteristics that jeopardized their ability to complete a traditional teacher education program.

The Summer Institute Program

All participants in the summer institute were required to live in campus residence halls and were registered for three hours of elective course credits. Four days each week, students attended classes from 9 a.m. until 4 p.m. The course was divided into three sections that focused on developing skills in test taking, critical thinking and self-concept building, and professional development.

Test Taking

The sessions on test-taking skills focused on techniques to make the students more "test wise." Students received instruction in how to review for examinations, organize information, self-question, study with peers, and manage time and test anxiety. Techniques for interpreting different types of test questions also were presented. Subsequent in-class practice sessions allowed students to apply newly acquired test-taking strategies in mock administrations of the National Teacher Examination (NTE). The 1995 cohort had the opportunity to practice test-taking skills with the Learning Plus computer-based tutorial published by the Educational Testing Service. Many of these students had not passed the Pre-Professional Skills Test as required by North Carolina for entrance into a teacher education program. These test taking activities related directly to the program goal of strengthening test taking skills, thereby increasing the likelihood of students' passing the licensure examinations.

Critical Thinking and Self-Concepts

The second part of the course dealt with the development of critical thinking skills as well as those skills needed for becoming a master student. Selected activities, chosen from *Becoming a Master Student* (Ellis, 1994) and *Critical Thinking* (Regear, 1993), promoted the development of critical thinking, improved students' writing skills, and enhanced expressive speech. Students were required to maintain daily journals, from which periodic samples were taken to identify specific problem areas.

Following the 1991 summer institute, it became apparent from the journal-writing and speech-making activities that greater attention needed to be placed on developing positive self-concepts among participants. During the three subsequent institutes, a greater amount of instructional time was devoted to enhancing what appeared to be poor or low self-concepts of the majority of the students. To improve self-con-

Early introduction to the NTE through the test preparation modules really helped reduce my anxiety. By the time I took the test I felt knowledgeable and confident!

>> Pathways Graduate

cepts, students participated in multiple assignments such as open-ended and assigned journal writing, role playing, and creating and critiquing audio and videotapes of positive personal messages.

Professional Development Activities

The third component of the value-added summer institute focused on a number of professional development and other enrichment activities.

Testing. Upon enrollment in the summer program, students were asked to complete four types of assessment: a basic skills reading and mathematics test, the Myers-Briggs Type Indicator, the Strong Interest Inventory, and an open-ended writing sample. The basic skills reading and mathematics tests results were used as baseline information for placement into review sessions for the NTE. The Myers-Briggs Type Indicator results were shared with students within the context of learning styles research. The Strong Interest Inventory results provided further insight into the vocational interests of the students. The writing sample assisted in determining which students required referrals to campus writing centers for help with writing skills.

Group Projects. Students were divided into four heterogeneous groups according to race, gender, university, and age to ensure diversity within the groups. Each group was assigned a project theme for developing a final project presentation at the conclusion of the institute. Topics included multicultural education, inclusion of special-needs children, classroom management, and the development of comprehensive learning centers. Each group was responsible for composing a written report that included goals and objectives, a literature review, subject content, and a bibliography. Students made oral presentations, for which they were encouraged to demonstrate creative teaching techniques, computer activities, teacher-made materials, and the use of supporting manipulatives. All presentations were videotaped and critiqued.

Workshops. Public school teachers and university faculty were hired to deliver a series of two-hour workshops throughout the five weeks. Topics covered included cooperative learning, economics, parental and community involvement, cultural diversity, the use of historical artifacts in the classroom, professional ethics, and effective teaching practices. The students had the opportunity to engage in professional dialogue with each presenter.

Field Trips. As previously mentioned, students attended class sessions four days a week; Fridays were cultural field-trip days. Students visited a number of destinations that not only enriched their cultural perspectives, but also provided educational value. During the initial four weeks of each institute, TEAM students visited sites in North Carolina, including Discovery Place Museum in Charlotte, Poplar Grove Plantation and Fort Fisher Aquarium in Wilmington, the North Carolina Zoological Park in Asheboro, and legislative, historical and cultural sites in Raleigh. Each annual institute concluded with an extended four-day field trip. The groups toured Washington, DC; Charleston, SC; Atlanta, GA; Orlando, FL; and Cherokee and Boone, NC.

Other Assignments. In addition to these activities, students were required to construct bulletin boards, write lesson plans, demonstrate

Table 2

Summative Student Evaluations of Four Summer Institutes N = 76

	Low				High
	1	2	3	4	5
1. Pre-institute correspondence was sufficient.	1	2	5	21	47
2. Orientation session was adequate.	0	1	5	23	47
3. Meeting rooms were comfortable.	1	0	7	24	44
4. Dormitory rooms were comfortable.	0	1	6	20	49
5. Books, materials, and supplies were adequate.	0	0	1	10	65
6. Staff members were helpful.	0	0	1	19	56
7. Reading assignments were appropriate and helpful.	0	0	1	18	57
8. Institute activities helped in my professional growth.	0	0	0	11	65
9. Institute activities have influenced me to enter/remain in teacher education.	0	0	1	12	63
10. Cultural field trips were appropriate.	0	1	1	19	55
11. Transportation for cultural field trips was comfortable.	1	1	4	19	51
12. Cafeteria meals were satisfactory.	4	6	6	9	51
13. Would you recommend Project TEAM to a friend?	0	0	0	8	68
14. Overall reaction:	0	0	2	10	64

storytelling skills, and review popular movies with provocative teaching story lines — e.g., "Stand and Deliver," "Dead Poet's Society," "The Marva Collins Story," and "Lean on Me."

During the 1991 summer institute, all students were required to read and share a portion of *One Child* (Hayden, 1981) and *All I Really Need to Know I Learned in Kindergarten*

(Fulghum, 1989). In subsequent institutes, each of the four groups was assigned a book to read and recreate for the other groups. The titles expanded to include *The Broken Cord* (Dorris, 1989), *Somebody Else's Kids* (Hayden, 1981), and *Murphy's Boy* (Hayden, 1983).

To broaden their cultural perspectives, students were required to design a one-day presentation highlighting their respective cultures. These two days, referred to as "Native American Day" and "African American Day," gave the students an opportunity for cross-cultural immersion.

Evaluation

Improved relationships that developed between students of various ages, genders, and cultures were an interesting and exciting observation that program coordinators noted almost immediately. During initial discussions of cultural diversity, both the African American and Native American students held distorted and ill-conceived stereotypical views of each other. As the five weeks of the institute passed and group interaction increased, the negative stereotypes were shattered and replaced with newly acquired feelings of mutual admiration and respect. In this regard alone, much was accomplished in terms of the program's objective of heightened cultural sensitivity.

At the conclusion of each institute, participants evaluated its activities using a Likert-style rating scale to assess the program's strengths and weaknesses. Additionally, two items were appended to the instrument to obtain participants' overall reactions and suggestions for improvement. With 76 of the 77 students responding, overall ratings were strongly in support of the project (see Table 2).

Further, students reported increased levels of multicultural awareness, enhanced self-concepts, improved social skills, improved academic skills, and heightened awareness of the importance of the teaching profession.

> ***A great teacher is not just someone with a teaching degree. A great teacher understands and seeks to understand his or her students. Once teacher aspirants feel this approach – in a teacher preparation program that understands them – they're likely to try to emulate it in their own practice.***
>
> >> Professor

Conclusion

In response to the evaluative feedback, modifications were made to strengthen subsequent institutes. Examples of modifications included increasing the time allotted for NTE sessions, providing more opportunities for the development of oral and written language skills, and providing more opportunities for students to engage in decision-making activities.

As stated, the program had two major goals: to field test a model summer program and to increase the number of minority students successfully completing teacher education programs. Follow-up data indicate that 48 of the 77 participants are currently employed as teachers. Of these, 15 are males. Seventeen students have completed or are enrolled in master's degree programs, with one student pursuing a doctoral degree. Six students continue to pursue licensure in a teacher education program. The remaining participants either changed their major from teacher education or withdrew from school. A planned follow-up study will compare the outcomes of other teacher education majors who did not participate in the program but who were at these universities during the same period.

References

American Association of Colleges of Teacher Education. (1987). *Minority teacher recruitment and retention: A public policy issue.* Washington, DC: Author.

American Council on Education. (1988). *One-third of a nation: A report of the commission on minority participation in education and American life.* Washington, DC: Author/Education Commission of the States.

Dilworth, M.E. (1990). *Reading between the lines: Teachers and their racial/ethnic cultures.* Washington, DC: ERIC Clearinghouse on Teacher Education.

Dilworth, M.E. (Ed.). (1992). *Diversity in teacher education.* San Francisco: Jossey-Bass.

Dorris, M. (1989). *The broken cord.* New York: Harper Collins.

Ellis, D. (1994). *Becoming a master student.* Rapid City, SD: College Survival, Inc.

Fulghum, R. (1989). *All I really need to know I learned in kindergarten.* New York: Ballantine.

Garibaldi, A.M. (Ed.). (1989). *Teacher recruitment and retention.* Washington, DC: National Education Association.

Hatton, B. (1989, May 17). A closer look at the shortage of minority teachers. *Education Week,* p. 29.

Hayden, T.L. (1981). *One child.* New York: Avon.

Hayden, T.L. (1981). *Somebody else's kids.* New York: Avon.

Hayden, T.L. (1983). *Murphy's boy.* New York: Avon.

Larke, A. & Larke, P.J. (1995). The vanishing educator. *Vocational Educator Journal,* 70, 38-42.

Lewis, M.S. (1996). *Supply and demand of teachers of color.* Washington, DC: ERIC Clearinghouse on Teacher Education.

National Commission on Teaching and America's Future. (1996). *What matters most: Teaching for America's future.* Washington, DC: Author.

North Carolina Department of Public Instruction. (1997). *Demographics report.* Raleigh, NC: Author.

Regear, V.R. (1993). *Critical thinking.* Rapid City, SD: College Survival, Inc.

Snyder, T.D. & Hoffman, C.M. (1994). *Digest of education statistics: 1994.* Washington, DC: National Center for Education Statistics, U.S. Department of Education.

Measures of Persistence and Success: A Profile of

PARAEDUCATORS

Attributes and Behaviors that Supported Completion of Teacher Licensure in the North Carolina Consortium

Eileen Wilson-Oyelaran, Barbara L. Johnson,
Barbara Perry-Sheldon, and **Leila Vickers**

In 1990, the North Carolina Consortium to Increase the Supply of Minority Teachers was established under the auspices of the Southern Education Foundation (SEF) through a grant from the Ford Foundation. The consortium was made up of six public and five private institutions of higher education that were organized into four programmatic districts. The institutions in District I — Elizabeth City State University, North Carolina Wesleyan College, and Winston-Salem State University — developed a programmatic thrust based on an expansion of the nontraditional pool model.

Eileen Wilson-Oyelaran, Barbara L. Johnson, Barbara Perry-Sheldon, and **Leila Vickers** coordinated the Ford Foundation/Southern Education Foundation Teacher Assistants Project in District 1 of the North Carolina Consortium on the Supply and Quality of Minority Teachers. District 1 comprised Elizabeth City State University, North Carolina Wesleyan College, and Winston-Salem State University.

Wilson-Oyelaran, Ph.D., is vice president and dean at Salem College in Winston-Salem. She has served as an associate professor and chair of the Winston-Salem State University Department of Education.

Johnson, Ed.D., is professor and coordinator of the Elizabeth City State University Elementary Education program. She also has served as a public school teacher and principal.

Perry-Sheldon, Ed.D., is head of the North Carolina Wesleyan College Division of Education and a past president of the North Carolina Association of Teacher Educators.

Vickers, Ph.D., is dean of the School of Education at North Carolina A&T State University and former director of the Winston-Salem State University Division of Education.

Based on the rationale that several categories of personnel often are overlooked when programs to recruit minority teachers are designed, the model employed in this study envisions the pool of potential African American educators broadly and calls for the recruitment of individuals who, in most instances, do not enter the profession through traditional pathways (Haberman, 1989). To prepare this population for teacher licensure and successful professional practice, curricular and delivery systems were developed to meet their unique educational needs.

The District I project, implemented by a coordinator on each of the three campuses, specifically targeted teacher assistants and other education paraprofessionals — in-school suspension counselors, clerical staff, and substitute teachers — for teacher licensure. The primary goal of the project was to increase the number of minority teachers employed in the surrounding school districts by preparing paraeducators for licensure. A secondary objective was the development of a profile that describes those teacher assistants most likely to benefit from a program designed to prepare paraeducators for licensure.

This article addresses the secondary objective: identification of the variables associated with, and perhaps contributing to, the successful completion of licensure requirements. It contains a profile of candidates who were successful in the Ford Foundation/SEF Teacher Assistants Project in District I of the North Carolina Consortium on the Supply and Quality of Minority Teachers. Included in the discussion are the areas of divergence between successful and unsuccessful participants, as well as identification of the areas that require continued investigation.

Developing a Profile of Successful Participants: *Rationale and Method*

The value of establishing a profile for paraprofessionals who can complete teacher licensure requirements in a timely fashion is born out of our experience with the project and our frustration with the often-spoken conventional wisdom: "If they could be teachers, they never would have been teacher assistants in the first place." Projects that target paraprofessionals are not based on the assumption that all teacher assistants have the potential to become teachers. Rather, the assumption underlying these projects is that a subset of teacher assistants has the capacity to complete licensure requirements and contribute successfully to the profession. The question is: How do we effectively identify the best candidates for these programs?

In most projects that target minority paraprofessionals, the number of applications received far exceeds the number of positions available (Wilson-Oyelaran, Larke, & Williams, 1994). In addition, financial aid has been identified as a critical component associated with completion of academic requirements and subsequent licensure (Clewell, 1995). A reliable profile of the type of individual who is likely to be successful should aid in the selection of candidates and in the responsible distribution of financial awards, thus ensuring that the scarce resources of local education authorities, institutions of higher education, and foundations are carefully utilized.

Furthermore, the effort to develop a profile does not presume that the candidates' success rests solely on their shoulders. Significant modification of institutional policies and procedures (financial aid, scheduling, academic and social support services, instructional delivery systems) plays a critical role in student success (Wilson-Oyelaran et al., 1994; Clewell, 1995; Villegas, 1995). The project presumes that even when modifications in the institutional structure have been made, some students will experience more success than others.

At the inception of the project, neither the three coordinators nor the funding agents were able to identify empirical studies that delineated a profile of potentially successful paraprofessionals. Thus, this study was envisioned as highly exploratory. The scope of investigation and the variables under study were conceptualized as broadly as possible. The coordinators identified 24 variables associated with persistence in higher education in general and teacher education in particular (Cooper, 1986; Pigge & Marso, 1992; Fuertes & Sedlacek, 1995). The variables examined in the study can be broadly categorized as follows: demographic data, employment history, academic background, academic performance, and noncognitive characteristics. Information regarding these variables was collected from participants' project applications, writing samples, academic records, and their performance on a 76-item questionnaire and the Myers-Briggs Type Indicator. Experts' assessments of participants furnished additional information.

Participants

The development of the profile of successful paraeducators involved use of information from all paraprofessionals who had enrolled in the project prior to June 1994 and could have participated in the project for a minimum of two years by that time. The data used to select those individuals classified as either successful project participants or as making satisfactory progress in the project were based on the status of these individuals in June 1995. Consequently, the profile that was developed does not represent the final result of a completed project; rather, it is a snapshot of a project in progress.

The participants, 66 in all, were stratified to form three groups based on their project performance: 25 individuals were in the successful group, 10 were in the satisfactory progress group, and 31 formed the unsuccessful group. All students who had completed the requirements for the baccalaureate degree and subsequently were licensed to teach by the state of North Carolina were included in the successful group. The successful group also included participants who, because they had earned the baccalaureate degree previously, completed only the requirements for teacher licensure through the project.

The satisfactory progress group included students who had not yet completed all requirements for licensure. However, they had been admitted to the teacher education program and had the requisite 2.50 cumulative grade point average (GPA) to remain in good academic standing. In most instances, these students needed approximately two semesters of academic work to complete the program.

The unsuccessful group included several different categories of students who did not complete teacher licensure requirements. It included (1) students who had spent at least one semester in the program and subsequently dropped out, (2) students who failed to qualify for admission to teacher education because of poor academic performance or failure to pass the General Knowledge or Communications batteries of the National Teacher Examination (NTE), and (3) students who completed the coursework for licensure but were unable to complete the Professional Knowledge or Specialty Area batteries of the NTE successfully.

Because this study is based on data from a project in progress, the categorization of participants into performance cohorts cannot be viewed as firm. Some students progress more rapidly than others do. Many of those classified as making satisfactory progress at the time of the study have now completed the program. In addition, several candidates who were classified as unsuccessful at the time of the study have now been admitted to teacher education. These changes in status indicate that several pathways to success may exist. Furthermore, they underscore this important point: Professionals who implement paraeducator teacher certification projects must be particularly cautious when determining whether a candidate lacks the potential to complete a program or whether the individual has the potential but progresses more slowly than other participants.

Data Collection

Information on the sources of data used to construct the profile and on procedures employed to collect the data follows.

Project Applications. Data were taken from each paraeducator's application for admission to the program. These were (1) performance ratings — recommendations of the applicant by a classroom teacher and by the principal of the school where the paraeducator worked, (2) a rating of the applicant's oral interview during the selection process by the project's screening committee, and (3) a Winston-Salem State University faculty committee's rating of the applicant's essay on the topic "Why I Want to Teach."

The classroom teacher's and principal's ratings of the paraeducator's job performance and the screening committee's rating of the oral interview (communication skills and professional competence) were made on a scale of one to four, with one being the highest score and four the lowest. The faculty committee's ratings of the application essay were made on a 10-point scale, where a score of seven or above indicated a passing mark. This committee had training and experience in evaluating student writing and had established a high degree of inter-rater reliability.

Additional Writing Samples. During the paraeducators' second year in the program, each participant completed a writing sample on site under controlled conditions. The faculty committee that evaluated the application essays evaluated these samples also. The committee's use of a common set of evaluation standards and procedures in rating both the essays and the second-year writing made comparison of the paraeducators' first and second writing samples possible.

Myers-Briggs Type Indicator. During the second year of the program, the campus project coordinators also administered the Myers-Briggs Type Indicator to students on their campuses. The coordinator scored the inventory and, on a specially prepared data sheet, reported results to the principal investigator. Of the 66 participants in the study, 59 completed the inventory, achieving an 89 percent response rate.

Academic Records. From official academic records, the project coordinator on each campus gathered information on students' postsecondary education background. This included GPA, units transferred, and years out of school. Project coordinators also obtained data on students' academic performance while participating in the program — GPA, average course load, and NTE results.

Motivation Assessment. Campus coordinators used their knowledge of each student's participation to assess their level of motivation on a scale of one (lowest) to five (highest) during the second year of the program.

The 76-Item Questionnaire. During the final year of data collection in 1995, campus coordinators invited current and former participants to a meeting on their respective campuses to complete this instrument. Coordinators mailed the questionnaire to those who did not attend the meeting and requested that the students complete and return the questionnaire. The first part of the questionnaire solicited demographic data, employment history, information regarding community involvement, and an account of academic progress. The second part included a 28-item, Likert-style scale of five points (1 strongly agree, 2 agree, 3 not sure, 4 disagree, 5 strongly disagree). The scale measured noncognitive variables such as self-appraisal, persistence, and perception of support. The second part of the questionnaire also asked a series of questions about students' use of 15 types of support services provided for program participants.

The data collected or provided by the campus coordinators were forwarded to the principal investigator. The variables were examined using the appropriate tests of significance and a p value of .05. Given the exploratory nature of the study, variables that appeared to have borderline significance were examined at the level of $p<0.10$. All findings and statistics reported are based on the actual number of participants who responded to the item. All missing values have been deleted.

A Profile of Success

The data collected on the project participants revealed the following prominent characteristics of the successful paraeducators.

Demographic Information

The demographic information on the successful program participants in this project is presented in Table 1. The group was quite homogenous with respect to ethnicity, gender, and state of birth. However, there was considerable variation when marital status, caregiver responsibilities, and age (not shown in the table) were examined. With the exception of one participant who was of East Indian origin, the successful participants were African American. The majority (92 percent) were female, and most (87 percent) were born in North Carolina. Successful participants ranged in age from 24 years to 48 years with a mean age of 38 years. Over half of the group (56 percent) was married, 26 percent had never been married, and 18 percent were widowed, separated, or divorced.

While working full time and caring for their families, the individuals who completed the project took an average of two or three courses per semester. By their own report, many had significant caregiving responsibilities that required a delicate balancing act between the demands of school, home, work, and community involvement. The pattern of caregiving responsibilities was quite varied. Sixty-one percent indicated that they had children living at home, and 15 percent reported that they had caregiving responsibilities that extended to grandchildren or parents who resided in their homes. One-fourth of the successful participants had only one child at home, and more than one-third reported two or three children at home.

Combining the responsibilities of family, work, and school is a formidable task for individuals in dual-parent families; however, 16 percent of the successful participants were single parents. This figure is slightly lower than the North Carolina state average of 19.3 percent and is significantly lower than the state average for African American, single-parent families (43 percent).

Table 1

Demographic Characteristics of the Successful Paraeducators N-25

Variable	**Percentage**
Ethnicity:	
African American	96
East Indian	4
Birthplace:	
North Carolina	87
South Carolina	9
Sri Lanka	4
Gender:	
Women	92
Men	8
Marital status:	
Married	56
Never married	26
No longer married	18
Parenting status:	
Single parent	16
Two parents	45
No children	39
Children at home:	
None	39
One	25
Two-three	36
Ages of children:	
Under four	17
Five-twelve	21
Thirteen+	62
Additional caregiving responsibility:	
None	85
One child/parent	5
Two children/parents	10

The ages of the successful participants' children ranged from 2 years to 17 years. Most were teenagers (62 percent), but 17 percent were under 4 years, and 21 percent were between 5 and 12 years. The older participants tended to have teenage children and extended family responsibilities. The younger participants were more likely to have preschool children. In addition to the balancing act of home, school, and work, all of the successful participants indicated involvement in at least one community activity such as church or the Parent Teacher Student Association.

BEST COPY AVAILABLE

Employment Experience

The employment experience of successful participants was quite similar. As might be expected given the variation in age, the length of service varied considerably. The majority (91 percent) had been teacher assistants in K-3 classrooms.

In addition to this experience, seven had assisted in grades four and five, and six of the paraeducators had worked at the middle school level. Most had served as teacher assistants in regular classroom settings, and one had assisted in a computer laboratory. At some time in their careers, five had served as lateral entry teachers. Three had combined their responsibilities as teacher assistants with other related assignments, such as school bus driver. Two participants had served as school seretaries and one as a substitute teacher. No one reported having worked in a special education classroom.

Having worked more than 10 years in educational settings, more than half of the successful group (52 percent) could be described as very experienced. Three paraeducators reported tenures of more than 20 years. Approximately 32 percent were relatively new to education and had worked less than four years.

Academic Background

The postsecondary academic experience of the successful participants varied considerably with respect to their educational background, length of time out of school, and number of units transferred into college. One participant reported no postsecondary education; however, one-fifth (20 percent) of the participants had previously completed a baccalaureate degree and entered the program as licensure-only candidates. More than one-fourth of the group (28 percent) had completed some work at the community college level, but only three participants (12 percent) had earned the associate of arts degree. More than one-third of the successful participants (36 percent) had completed some course work at a four-year college. Given the variations in postsecondary experiences, it is not surprising that the successful group also varied with respect to the number of units transferred into the colleges. When those participants who earned bachelor's degrees before enrolling in the program are excluded, successful paraeducators, on the average, transferred 23 semes-

Table 2

Composite Data on Pre-selection Background and Post-selection Academic Performance of Successful Paraeducators N = 25

Pre-Selection data	M	Scale
Post secondary GPA	2.89	0.00 – 4.00
Post secondary units transferred	42.80	0.00 - 147.00
Application essay*	8.29	1.00 – 10.00
Teacher recommendation**	1.07	1.00 – 4.00
Principal recommendation**	1.16	1.00 – 4.00
Interview score*	1.44	1.00 – 4.00
Years out of school	**N**	**Percentage**
None	3	12
1 – 3	7	28
4 – 10	3	12
11 – 15	6	24
16 – 15	6	24
M=8.68 years		
Academic performance	**M**	**Range**
GPA	3.15	2.06 – 3.65
Average semester hour load (in units)	8.67	3.00 – 14.00
National Teacher Examination	**Times taken**	**Percentage**
Professional knowledge	1	88
	2	12
Specialty	1	96
	2	0
	3	4

*high score, positive **low score, positive

BEST COPY AVAILABLE

ter hours or approximately seven courses. The number of years that successful teacher candidates had been out of the formal education process before enrolling in their program was quite varied (see Table 2).

With regard to the number of years out of school, the mean figure of approximately 8.7 years is misleading because it masks the divergent experiences participants reported. Three of these students (12 percent) experienced no disruption in their studies because they were already enrolled in coursework at the institution when the program began, or they entered as licensure-only candidates when they completed the baccalaureate degree. Among the students who experienced some interruption in their studies, the length of time ranged from one year to 23 years. Although 28 percent had been out of school for less than four years, 24 percent of the successful participants had been out of school for 16 to 23 years.

Prior to admission, the academic readiness of candidates was assessed based on postsecondary grade point average and writing samples. Performance appraisals from school principals and classroom teachers provided information on the candidates' professional competence. The interview provided an additional opportunity to evaluate both academic preparation and professional competence.

The academic performance of the successful participants was above average, as reflected by a mean GPA of 2.89 on postsecondary work transferred. The group exhibited above-average competence in written communication, based on an evaluation of the essay submitted as part of the application process. On a scale ranging from zero to 10, wherein a score from 7 to 10 indicated a passing mark, the group mean was 8.29. The average score on the teacher performance scale was quite high. On a rating scale of one to four with one being the highest possible score, the average among the successful groups was 1.07. Principal ratings were also very positive (1.16). In the oral interview, this group also performed well. On a scale ranging from one to four, with one being the highest possible score, the mean for the group was 1.44 (see Table 2).

Academic Performance

On average, successful teacher candidates took the maximum number of courses recommended for part-time students, attended summer school on a regular basis, exhibited satisfactory academic performance, and passed the NTE on the first attempt (see Table 2). The successful group took an average of 8.67 units per semester — two to three courses. In most cases, they enrolled for both semesters during the academic year and for at least one summer session. Their academic performance was above average. The mean GPA for the group was 3.15 on a 4.0 scale, and their GPAs ranged from 2.06 to 3.65. The vast majority passed the Professional Knowledge (88 percent) and the Specialty Area (96 percent) batteries of the NTE on the first attempt. However, three of these participants took the Professional Knowledge test twice, and one person repeated the Specialty Area test three times before obtaining a passing score.

Noncognitive Variables

Those paraeducators who completed the program could be distinguished by their motivation, their willingness to utilize various support services offered to participants in the program, and their perceptions of themselves. Successful students took advantage of every opportunity provided by the program, particularly those related to academic support, personal development, and special scheduling (see Table 3). Eighty-two percent of successful students indicated that they went to NTE workshops in preparation for the examination. More than 75 percent attended workshops for the development of self-esteem, and 75 percent used group registration and attended workshops for the improvement of writing skills. Half received personal counseling and assistance with time management. In addition, almost all members of the successful group initiated efforts to obtain supplementary financial support. Twenty-two applied for financial aid from sources other than the Ford/SEF grant from which they had received tuition stipends.

Table 3

Use of Support Services by the Successful Paraeducators N = 25

Services	%
Small Group Classes	96
Independent Study	82
NTE Preparation	82
Self Esteem Workshops	77
Writing Skills	75
Group Registration	75
Model Teacher Ed Consortium	73
Decision Making	64
Computer Assisted Instruction	64
Study Groups	64
Interview Preparation	57
Personal Counseling	52
Time Management	50
Abbreviated Student Teaching	50
Group Counseling	49

Many of the successful students utilized alternative options for scheduling. Project staff expressed a willingness to work with students to ensure that they obtained the required courses, even if these were not on the official course schedule. In most cases, this accommodation was accomplished through specially organized, small-group classes or through independent study. However, it was necessary for students to initiate this process and, when appropriate, to identify other students who might need a particular course. Most students in the successful group (96 percent) took courses through small-group classes. More than four-fifths (82 percent) took at least one course though independent study. By initiating this type of schedule modification, these paraeducators were able to complete the program as expeditiously as possible.

Students at Elizabeth City State University (ECSU) and North Carolina Wesleyan College (NCWC) also were able to take advantage of the Region 3 Model Teacher Education Consortium, which provides opportunities for paraprofessionals in the eastern part of the state to obtain teacher licensure. Under the auspices of the Model Teacher Education Consortium, faculty from institutions with approved teacher education programs offered education courses at local community colleges.

All the teacher education programs in the region accepted these courses. Because the state provided supplemental funds, tuition was reduced significantly. Prior to the Ford /SEF project, very few minority paraprofessionals took advantage of this program. Approximately 73 percent of successful participants from ECSU and NCWC enrolled in courses delivered through this initiative.

The actions of successful students indicated motivation, willingness to take responsibility for their own educational success, and careful long-term planning — three noncognitive factors that project coordinators believe are critical to success. After participants had been enrolled in the program for one year, the campus coordinators were asked to assess their level of motivation. The successful candidates were perceived as highly motivated. On a scale of one to five, with five being the highest, their mean score was 4.92.

During their participation in the project, which will be discussed later in this article, successful participants generally felt supported by those around them and viewed themselves as persistent and determined. For the most part, successful participants perceived their family, friends, and colleagues as supportive of their efforts. They also indicated that the college they attended was supportive. Although they felt strongly that they were persistent and determined, they were only moderately confident about their academic ability.

When personality type was assessed using the Myers-Briggs Type Indicator, the successful candidates exhibited significant preferences for judging, sensing, and feeling (SFJ); however, they were relatively evenly distributed on the extroversion/ introversion dimension. On the judging/perceiving scale, 90 percent were classified as "judging," compared to only 10 percent who were classified as "perceiving." Approximately two out of three participants scored higher on the "S" dimension of the sensing/intuitive scale and on the "F" dimension of the thinking/ feeling scale. On the introversion/ extroversion (I/E) scale, 55 percent of successful participants scored higher on the introvert dimension, while 45 percent were classified as extroverts.

Comparisons of Successful, Satisfactory Progress, and Unsuccessful Program Participants

When the profile of the successful candidates is contrasted with those paraeducators who were unable to complete the program, several differences emerge with respect to demographic factors, job and interview performance, communication skills, and noncognitive variables such as motivation and self-appraisal. When the successful group is compared with those paraeducators who had not yet completed the program but were making satisfactory progress, there are several variations that could explain the inability of the latter group to complete the program within the same time frame.

Demographic Information

Successful and unsuccessful candidates were very similar with respect to race, gender, and marital status. However, they differed in age and the number of children residing at home (see Table 4). Members of the unsuccessful group were slightly older. The mean age of participants in the unsuccessful group was 40.7 years, compared to 38 years in the successful group.

Among the participants who had children, those in the unsuccessful group were likely to have a larger number than did successful teacher candidates. The unsuccessful group reported a slightly larger mean number of children (1.9), compared with the successful group (1.6). When the mean ages of the children were considered, no significant dif-

Table 4

Demographic Characteristics of the Three Groups of Paraeducators

Variable	Successful N = 25	Satisfactory progress N = 10	Unsuccessful N = 31
Participants' mean age*	38.0 years	36.7 years	40.7 years
Children at home*			
None	39%	50%	13%
Some	61%	50%	87%
Mean number of children	1.6	2.2	1.9

*Borderline p < .10.

BEST COPY AVAILABLE

ferences were observed between the successful (12.6 years) and unsuccessful (12.8 years) participants. Eighty-seven percent of the unsuccessful group indicated that they had children at home, compared to 61 percent of the successful group. Although these differences were not statistically significant, they did approach borderline significance and may merit further investigation with a larger sample.

Several demographic factors may have had an impact on paraeducators who had not completed the program but were making satisfactory progress. Only half of the satisfactory progress group indicated they had children living at home. However, when compared with both the successful and unsuccessful groups, their families were slightly larger, and the children were significantly younger ($\underline{M}$ = 9.4 years). The additional caregiving demands associated with larger families composed of younger children might have made it more difficult for this group to take as many classes and to devote the same amount of time to academic work.

Employment History

No significant differences were observed when the paraeducators' employment experience and length of service were analyzed (see Table 5). The majority of students in the successful, satisfactory progress, and unsuccessful groups had worked as teacher assistants at the elementary school level. Although there was some variation, approximately half of the students in the successful and the unsuccessful groups had worked fewer than 10 years, and slightly more than one-third in each group had worked in schools for more than 15 years. Students in the satisfactory progress group had fewer years of experience. However, the difference was not significant.

Academic Background

Comparisons suggest that the successful group may have been better prepared for the project than their less successful peers (see Table 6). In spite of this, the educational experience of the unsuccessful students was very similar to that of the successful group with respect to enrollment patterns and academic performance at the postsecondary level. Neither group could be differentiated based on academic performance as measured by the GPA obtained on postsecondary work completed prior to admission in the project. The unsuccessful group had been out of school approximately 1.5 years longer than the successful cohort. However, this difference could be attributed to chance. Also, there was no difference in the amount of postsecondary work transferred into the four-year institution. Both successful and unsuccessful students transferred approximately 42 units.

When job performance and communication skills of paraeducators were assessed by classroom teachers and university faculty, respectively, students in the successful group

Table 5

Percentage Distribution of Years Worked as Paraeducators for Participants

Years worked	Successful N = 19	Satisfactory progress N = 19	Unsuccessful N = 28
0 - 4	31.6	20.0	14.3
5 - 9	15.8	30.0	39.2
10 - 14	15.8	20.0	10.7
15 - 19	21.0	10.0	25.0
20 - 24	10.5	10.0	3.6
25-30	5.3	10.0	7.2

consistently received higher ratings.

When the average performance of the groups was compared, the unsuccessful group was evaluated less positively by classroom teachers (M = 1.33) than the successful group (M = 1.07). A similar difference was observed when the interview ratings were analyzed. Members of the successful group were evaluated more positively than the unsuccessful cohort (M = 1.44 and 2.29, respectively).

The successful groups also received higher scores on the writing sample. The mean score for the successful group was 8.29, compared with 7.48 for the unsuccessful group. Each of these differences was statistically significant at the .05 probability level.

School principals also rated successful candidates slightly more positively than unsuccessful candidates. This difference reached borderline significance and may require further investigation with a larger sample.

Table 6

Mean Scores on Pre-selection Criteria for the Three Groups of Participants

	Successful N = 25	Satisfactory progress N = 10	Unsuccessful N = 31
Expert ratings			
(low score, positive)			
Classroom teacher*	1.07	1.14	1.33
Principal**	1.16	1.38	1.39
Interview score*	1.44	1.70	2.29
Variables			
Application essay*	8.29	8.00	7.48
Postsecondary GPA	2.89	2.92	2.84
Years out of school	8.68	7.50	10.10
Units transferred	42.80	70.30	42.20

*p = <.05 **p = <.10.

Academic Performance

In addition to taking more courses while enrolled in the program, the successful paraeducators also performed at a substantially higher standard (see Table 7). Once admitted to the program, successful students took larger course loads than unsuccessful participants. The mean number of semester hours attempted by the successful groups was 8.76, compared to unsuccessful students' course load of 5.70 semester hours. The mean GPA of 3.15 for the successful cohort was significantly higher than that of the unsuccessful group, which was 2.73.

In an attempt to identify the value-added components of the project, participants were asked to complete an additional writing sample during their second year of participation in the project. In contrast to the essay that was submitted as part of the application, this writing sample was obtained under controlled conditions. Although there was no statistical difference between the performance of the successful and unsuccessful cohorts, the average performance of the satisfactory progress group on the second-year writing sample was noticeably higher than that of the successful and unsuccessful groups. When performances on the application essay and on the

Table 7

Mean Scores on Academic Performance for Each of the Three Groups

	Successful N=25	Satisfactory Progress N=31	Unsuccessful N=10
Units/semester	8.76	6.40	5.70
GPA*	3.15	3.14	2.73
Second year writing sample (high score, positive)	7.43	8.25	7.48

*p = < .05

BEST COPY AVAILABLE

second-year writing samples were compared, some interesting differences emerged. The unsuccessful group exhibited no variation in performance, obtaining a score of 7.48 on both. The satisfactory progress group evidenced slight improvement, with an application essay score of 8.00 and a second-year writing sample score of 8.25. In the successful group, average performance on the second-year writing sample was lower (7.43) than performance on the application essay (8.29).

Noncognitive Variables

As indicated earlier in this article, the noncognitive features of the profile highlight the paraeducators' motivation, persistence, perception of support, and self-appraisal. Notable differences between successful and unsuccessful participants were observed with respect to each of

Table 8

Percent of Support Services Users in Each of the Three Groups

Service	Successful N = 25	Satisfactory N = 10	Unsuccessful N = 31
Small Group Classes*	96	50	69
Independent Study*	82	50	62
NTE Preparation	82	43	96
Self Esteem Workshops*	77	20	38
Writing Skills*	75	57	56
Group Registration	75	29	63
Model Teacher Ed Consortium*	73	29	37
Decision Making*	64	33	28
Computer Assisted Instruction*	64	66	42
Study Groups	64	50	70
Interview Preparation*	57	50	38
Personal Counseling	52	33	46
Time Management*	50	33	32
Abbreviated Student Teaching*	50	0	4
Group Counseling*	49	17	23

*p = < .05.

BEST COPY AVAILABLE

these variables. The successful groups demonstrated more motivation and persistence as measured by their use of support services, their willingness to seek additional financial aid, and their responses on noncognitive items to the questionnaire. They also received higher ratings on motivation by the project coordinators.

Of the 15 types of support service available, a larger percentage of successful participants used all but one or two of them than did other cohorts. Table 8 offers a comparative view of the support services used by each of the three cohorts.

A larger percentage of successful participants took advantage of support that focused on academic skills (writing and computer-assisted instruction), personal skills (self-esteem, time management, and counseling), and course delivery (independent study, small-group classes, and the Model Teacher Education Consortium) than did students in the unsuccessful group. This suggests that successful students were willing to obtain support they felt would strengthen their ability to complete the program.

Most of the unsuccessful students experienced difficulty passing the NTE; therefore, it is not surprising that the only services utilized by them more than by students in the successful group were those services designed to improve performance on the test batteries, specifically the NTE preparation workshops and study groups. The extensive use of support services by students who were successful may have been related to their assessment of the difficulty of college work (see Table 9).

All participants tended to agree with the statements "I am enjoying this opportunity to prove myself academically" and "I am as capable as the average student on this campus." However, successful students were generally less sure about the difficulty involved in academic work. Successful students were more likely to be unsure ($\underline{M}$ = 3.00) about the statement "I expected to have a harder time than most college students" than were their less successful peers. The unsuccessful students

Table 9

Mean Scores on Selected Noncognitive Questionnaire Items for Each of the Three Groups

Attitudinal Variables	**Successful** N = 25	**Satisfactory** N = 10	**Unsuccessful** N = 31
Perception of Support			
My friends and relatives don't feel I have any business going to college.*	1.19	1.00	1.65
If I run into problems concerning school, I have someone who would listen to me and help me.	1.32	1.40	1.81
Since I returned to school, teacher assistants at my school have encouraged me to continue with my studies.	1.73	1.50	2.26
My classroom teacher has expressed very little interest in my studies.*	1.65	1.90	2.07
The teachers where I work have assisted me with my studies when I requested help.	1.45	1.70	1.84
Self Appraisal			
I expected to have a harder time than most college students.*	3.00	2.10	2.68
Persistence			
Once I start something, I finish it.	1.36	1.10	1.65
I often find myself encouraging other members of the program when the going gets rough.	1.27	1.30	1.74
Now that I have returned to school, even if the financial assistance were reduced, I'd find a way to finish my studies.	1.13	1.20	1.42
Other non-cognitive indicators:			
Coordinator's motivation rating	4.92	4.40	3.00

(5=highest) All items significant. $p < .05$ *Scores reversed on negative statements.

were more likely to disagree mildly with the statement (M = 2.68), suggesting that they expected to have a less difficult time when compared with other students on the campus. This difference in perspective was significant. It is possible that students in the successful cohort utilized more support services because they had an accurate assessment of their ability. They expected, quite realistically, that the coursework might be difficult and that they would benefit from additional assistance.

In addition to the extensive use of support services, successful students also demonstrated motivation and persistence by their willingness to identify and seek additional financial support for their studies. In response to the item "Now that I have returned to school, even if the financial assistance were reduced, I'd find a way to finish my studies," successful candidates were significantly more likely to respond "strongly agree" than were other participants (see Table 9). The validity of this response is demonstrated by the fact that most of the successful candidates did, in fact, seek additional financial support. Of the 23 successful students who responded to the question, 22 (95.6 percent) reported that they had applied for additional financial aid, compared with only 23 percent of the unsuccessful group. All participants who sought additional financial support received it.

The successful participants also scored significantly more positively than did the unsuccessful group on two of the three measures of persistence delineated in Table 9. Successful teacher candidates were much more likely to react positively to the following items: "Once I start something I finish it" (M = 1.36 vs. M = 1.65) and "I often find myself encouraging other members of the program when the going gets rough" (M = 1.27 vs. M = 1.74). Interestingly, on these items the scores of those making satisfactory progress were not significantly different from the successful group.

The successful and unsuccessful cohorts also exhibited different perceptions regarding the level of support received while participating in the program. All participants had similar perceptions of the support they received from the school principal and the institution of higher education. However, they held divergent views about the support they received from family and friends and from the staff at the schools where they were employed.

Successful and unsuccessful participants responded differently on items designed to assess perception of support from family and friends. The unsuccessful group was less likely to disagree with the item "My friends and relatives don't believe that I have any business going to college" than either the successful group or the satisfactory progress group. Conversely, the successful cohort responded more positively to the item "If I run into problems concerning school, I have someone who will listen to me and help me" than the unsuccessful group. Successful participants also indicated that they felt a greater sense of support from classroom teachers and teacher assistants at their school.

Successful and satisfactory progress students were more likely to agree with the statement "Since I returned to college the teacher assistants at my school have encouraged me to continue with my studies" than were unsuccessful participants. Further, the successful candidates indicated that classroom teachers were willing to provide support for their studies. This group responded much more favorably to the item "The teachers at my school assisted me with my studies when I requested help" than did the unsuccessful group. Conversely, the successful cohort was much more likely to disagree with the statement "My classroom teacher has expressed very little interest in my studies" than were the satisfactory progress or unsuccessful groups.

The campus coordinators also perceived the successful and unsuccessful students differently. When campus coordinators were asked to assess the motivation of each participant in the program on a scale of one to five, the mean score for the successful group was significantly higher (4.92) than the mean for the unsuccessful group (3.00).

Successful and unsuccessful participants exhibited several differences when the results of the Myers-Briggs Type Indicator were compared (see Table 10). The dominant person-

Table 10

Myers-Briggs Personality Inventory Performance of Each of the Three Groups

	Successful		**Satisfactory**		**Unsuccessful**	
	N = 20		N = 10		N = 29	
Personality dimension	**N**	**Percent**	**N**	**Percent**	**N**	**Percent**
E*	9	45	8	80	15	52
I	11	55	2	20	14	48
S	13	65	6	60	19	66
N	7	35	4	40	10	34
T*	7	35	6	60	18	62
F	13	65	4	40	11	38
J	18	90	6	60	25	83
P	2	10	4	40	4	17

* p.<.05

ality type among both the satisfactory progress and the unsuccessful groups was *extrovert, sensing, thinking, and judging* (ESTJ). However, among the successful cohort, the most dominant type was *introvert, sensing, feeling, and judging* (ISFJ). Although the sensing and judging modes were dominant in the majority of participants regardless of their status in the program, the successful group differed significantly from the other cohorts on the thinking/feeling and introversion/extraversion scales. The percentage of introverts was higher among the successful group, and the majority of the successful participants favored the feeling mode over the thinking mode.

Discussion

As previously indicated, the development of this profile is exploratory and represents a work in progress. In spite of these limitations, the findings have implications for future research and for various aspects of paraprofessional to professional teacher education projects. The results identify important factors that should influence both the selection and the retention of participants. Furthermore, the findings indicate project components that might be modified to improve student retention and increase project completion rates.

Key Success Factors and Implications for the Selection Process

The results of the profile confirm empirically what the project staff sensed intuitively: The most important indicators of potential for transitioning successfully from paraeducator to professional teacher are the noncognitive and professional factors that supplement basic academic skill.

Academic competence represents a baseline qualification that is essential but not sufficient for student success. Successful and unsuccessful participants demonstrated significant differences with respect to utilization of support services. They exhibited greater use of financial aid, academic assistance, and social/emotional support. In addition, successful candidates often requested help from their supervising teacher.

Two important factors are relevant to the decision to utilize support services: the candidate's recognition that support is required because of a specific need or an identified limitation (appropriate self-assessment), and an understanding that the support could help rectify the limitation. Although successful candidates expressed confidence in their academic ability, they were unsure about the difficulty involved in college-level work and, consequently, were more willing to seek assistance.

Alternatively, unsuccessful candidates failed to obtain help, even when their academic performance suggested that such support was warranted. Appropriate self-assessment also enabled successful students to take greater responsibility for their academic progress, as evidenced by their willingness to organize independent study and small-group classes to complete the program in a timely manner.

Given the salience of the non-cognitive factors for project success, a selection process that focuses primarily on applicants' academic competence may not be particularly effective. The selection process must be structured so that information related to baseline academic competence is supplemented with expert judgment regarding the candidate's motivation, persistence, and potential for professional success.

The results also suggest that standard measures of academic competence — postsecondary GPA, proficiency test results, and writing samples, for example — must be used with caution. Prior to admission to the program, successful and unsuccessful participants had very similar patterns of postsecondary academic experience and performance. In addition, most participants had been out of postsecondary school for a minimum of seven years. In this exploratory study, if the prior academic work occurred more than two or three years before the application, postsecondary GPA was not a reliable indicator of the applicant's academic potential.

Measures that provide more current indices of the applicants' competence are much more relevant to the selection process. Nevertheless, an entry examination would not appear to be the appropriate index for several reasons. The most critical reason is that program success was not determined by the entry skills of the candidates. Success was determined by their willingness to utilize the support that the project provided. Furthermore, test anxiety might have prevented many potentially successful candidates from applying. Any paraeducator to professional teacher education transition program that employs an admission testing component should limit the purpose of the test to the assessment of minimum levels of academic readiness. Consequently, test results need to be interpreted quite liberally.

In a study of the DeWitt Wallace-Reader's Digest Fund Pathways to Teaching Careers Program, Taylor (1996) demonstrated the importance of effective writing skills for student success. The application essay is often used to assess communicative competence, particularly skills in written communication. Results from our study suggest that the application essay may not provide valid and reliable data regarding writing competence. Rather, it may be an index of the applicant's motivation and willingness to utilize available support. The writing sample must be obtained under controlled conditions to ensure valid and reliable information regarding communication competence.

The initial essay submitted as part of the project application was not written under controlled conditions. Successful candidates received higher scores on their application essays than did other participants. During the second year of participation, the participants' writing skills were assessed under controlled conditions. When scores on the second-year writing sample were compared with the application essay, the scores of the successful group had decreased but the scores of the satisfactory progress group had improved. It is doubtful that the most successful students had become less competent writers after a year in the project.

After a series of conversations with participants, the project staff determined that as successful participants prepared the application essay, they obtained assistance from more competent writers. While the scores may not have been indicative of true writing competence, they do provide additional evidence of the motivation of these students to succeed. These applicants sought help with the essay to improve their chance for admission to the program.

Other methods better suited to assessing the academic readiness and professional competence of applicants include the interview and the expert judgment that is provided through professional recommendations and performance appraisals. The interview process provides an excellent opportunity to assess the candidate's oral communication skills, knowledge of classroom processes, and capacity for critical thinking. Interview scores successfully differentiated those who completed the project from other participants.

The classroom teacher's performance appraisal also provided a reliable assessment of the candidate's academic and professional competence. Our findings suggest that classroom teachers may be more likely than school principals to provide a critical assessment of the applicant. Teacher evaluations significantly differentiated the successful and unsuccessful candidates; however, the principal's recommendations reached only borderline significance. Many factors may account for this. In every instance, the classroom teacher had worked closely with the applicant on a continuous basis. The principal, however, was likely to be subject to political pressures, particularly if more than one candidate from the same school submitted an application to the program.

Effective selection procedures should also include ways to assess noncognitive variables, particularly motivation, persistence, realistic assessment of strengths and weaknesses, and willingness to obtain support to improve limitations. This assessment can be incorporated into the interview process by using specially developed scenarios or case studies to which the applicants must respond.

Because classroom teacher assessments significantly differentiated successful and unsuccessful candidates, it may be useful to expand the college or university interview team to include several experienced classroom teachers.

Although the application essay did not provide reliable information regarding writing competence, it did indicate three important characteristics associated with student success: motivation, accurate self-assessment, and a willingness to utilize available support. Successful candidates determined that the quality of their writing would be strengthened if they sought the criticism and advice of individuals whom they perceived as competent writers, and they were willing to use that assistance to ensure that their essays were well written.

Seeking assistance with the essay does not imply that the candidates were not competent writers themselves. Their motivation to submit a competitive essay indicated a need for additional support and criticism, which they readily obtained. We recommend that an application essay be retained for these reasons rather than exclusively as an assessment of writing skill.

Project Modifications Related to Retention

The results suggest that project retention may be improved by strengthening those components that foster support from family, friends, and professional educators. In addition, the results indicate that staff should employ a multidimensional analysis before making determinations regarding the continued retention of project participants.

Successful candidates indicated that they felt supported by family members, friends, and their classroom teacher more frequently than the other groups. Projects should incorporate an orientation for family members, particularly spouses and older children. Semiannual activities for family members should be sustained throughout the project.

Support from professional K-12 educators was also associated with success. Projects should be modified to provide an orientation for the principals and the classroom teachers with whom participants work on a daily basis. In addition to describing the project and outlining the educational program, this orientation should suggest ways for professional educators to support participating paraeducators.

Modification of the structural elements of the program to incorporate greater participation by the classroom teacher will also improve student retention and success. For example, when appropriate, classroom teachers might be encouraged to serve as mentors. They might also be encouraged to participate in professional education courses as guest speakers or resource persons. The call for increased participation by the classroom teacher also finds justification in current best practice, which provides for greater involvement of experienced classroom teachers in the preparation of future educators.

Strengthening the involvement of the classroom teacher also will have reciprocal benefits for K-12 classrooms. If the classroom teacher is supportive and knowledgeable about the project, paraeducators will feel more empowered to share the best practices they are learning and to integrate these practices into their work with students.

When there is an atmosphere of mutual support and learning, African American paraeducators, who typically have considerable experience in the classroom and in the community where students live, can often provide needed support for inexperienced White teachers.

The results clearly indicate there may be several pathways and patterns of success and progress from paraprofessional to classroom teacher. In spite of this, throughout the course of the program, staff must make accurate determinations regarding those students who should be retained and those who should not. Although academic performance is a key indicator, very few participants exhibited poor academic performance. In most cases, students failed to complete licensure requirements because they progressed very slowly or had difficulty with the NTE.

When making a determination about the retention of candidates who have academic difficulties and/or problems with the standardized tests, project staff should assess the academic performance in conjunction with a series of noncognitive factors: utilization of support services, adequate self-appraisal, and willingness to take responsibility for project success. Students who are actively utilizing the support services without constant prodding by staff are more likely to succeed because they demonstrate the capacity to assess their performance adequately and to take responsibility for their educational progress.

The use of support services is so important for success that project staff may wish to track students' use of these services carefully as a way of monitoring engagement. Conversely, early identification of students who do not take advantage of available support may enable staff and faculty to intervene more quickly, thereby increasing the number of successful candidates.

Participants' family and parental responsibilities may be another critical variable to be examined carefully when assessing timely progress toward completion of teacher licensure requirements. Participants who have young children or are single parents (or both) cannot be expected to proceed as rapidly as participants who do not shoulder this level of responsibility. Even though they have the potential for success, single parents and parents of very young children may take twice as long to complete the program.

Future Research

The profile of successful paraeducators we have developed is clearly exploratory. Despite the exploratory nature of this work, however, it is possible to identify several areas that require more in-depth investigation. The relationship between the rate of progress in the program and family responsibilities (particularly the effect of the presence of young children) should be further examined. Closely related to this issue is the need for inquiry regarding other factors that hinder some participants from progressing as rapidly as others. How can we differentiate those who will proceed slowly — but will ultimately succeed — from those who will find it impossible to complete these programs? The usefulness of principal recommendations in identifying potentially successful candidates is another area that requires further clarification. Subsequent studies will help answer these questions.

Conclusion

The results of the Ford Foundation/SEF North Carolina Consortium on the Supply and Quality of Minority Teachers Project demonstrates that career transition programs that enable paraeducators to become teachers are valuable. Such programs are an important resource for addressing the shortage of teachers (particularly minority teachers) for hard-to-staff urban schools. By implementing careful selection procedures that assess both baseline academic competence and noncognitive factors such as motivation and willingness to persist, it is possible to identify paraprofessionals who will maximize the opportunities provided by these projects. Furthermore, participants are most likely to be successful if academic and social support services are provided as part of the project design and participants utilize them on a systematic basis. It is interesting to note that the same noncognitive factors associated with success in the project — motivation, accurate self-assessment, and willingness to persist and use available support — are precisely those dispositions that we hope children in K-12 schools will acquire as they prepare for a lifetime of learning.

References

Cooper, Constance C. (1986). Assuring certification and retention of black teachers. *The Journal of Negro Education*, 55 (1).

Clewell, B.C. (1995). *Increasing teacher diversity: Current practices of the Ford Foundation Minority Teacher Education Demonstration program*. Princeton, NJ: Education Testing Service Policy Information Center.

Dorby, A.M., Murphy, P.D., & Schmidt, D. M. (1985). Predicting teacher competence. *Action in Teacher Education*, 7, 69-74.

Fuertes, J.N. & Sedlacek, W.E. (1995). Using noncognitive variables to predict the grades and retention of Hispanic students. *The College Student Affairs Journal*, 14, (2), 31-35.

Haberman, Martin. (1989). More minority teachers. *Phi Delta Kappan*, 18, 771-776.

Haselkorn, D. & Fideler, E. (1995). *Paraeducator pathways to teaching: Breaking the class ceiling*. Belmont, MA: Recruiting New Teachers.

Pigge, F.L. & Marso, R.N. (1992). A longitudinal comparison of the academic, affective, and personal characteristics of persisters and nonpersisters in teacher preparation. *The Journal of Experimental Education*, 61 (1), 19-26.

Riggs, I.M. & Riggs, M.L. (1991). Predictors of student success in a teacher education program: What is valid, what is not. *Action in Teacher Education*, 12, 41-46.

Taylor, L. (1996). *Predictors of success in the Dewitt Wallace-Reader's Digest Pathways to Teaching Careers program*. Unpublished manuscript.

Villegas, A.M. (1995). *Teaching for diversity: Models for expanding the supply of minority teachers*. Princeton, NJ: Educational Testing Service Policy Information Center.

Wilson-Oyelaran, E.B., Larke, P.E., & Williams, B. (1994). Increasing the supply of African-American teachers: A nontraditional pool expansion model. *North Carolina Journal of Teacher Education*, 7 (1), 48-65

The Summer Scholars Program: Historically Black Colleges/Universities and Leading Graduate Schools of Education

COLLABORATING

to Increase the Quality and Supply of African American Teachers

A. Lin Goodwin

In 1987, the Southern Education Foundation (SEF), an Atlanta-based public charity that promotes educational equity and excellence for African Americans and disadvantaged Southerners, secured a planning grant from the BellSouth Foundation to explore ways to alleviate the shortage of minority teachers. With the support of the planning grant, SEF invited six historically Black colleges and universities (HBCUs) in the South and three graduate institutions of education to collaborate on addressing this critical need. The six HBCUs — Albany State College, Bethune-Cookman College, Grambling State University, Johnson C. Smith University, Tuskegee University, and Xavier University — are all in states that show a wide gap between the proportion of minority students and the proportion of minority teachers in public K-12 schools.

A. Lin Goodwin, Ed.D., is an associate professor of education and Director of Columbia University's Teachers College Preservice Program in Early Childhood/Elementary Education (Department of Curriculum and Teaching). Multicultural teacher education and educational equity are the emphases of her research.

BEST COPY AVAILABLE

The six participating HBCUs have "a strong presence and long involvement in the field of teacher education, [and] each is noted for recent efforts addressing issues which affect the supply and quality of minority teachers" (SEF, 1987). The three graduate schools of education — Teachers College at Columbia University, Harvard University, and Peabody College at Vanderbilt University — have a record of conducting research related to educational equity concerns. Further, each institution has operated programs designed to increase the quantity and quality of African American teachers. These institutions, along with SEF, formed a consortium committed to working together to increase the quality and supply of African American educators.

The Summer Scholars Program was one activity mounted by the consortium to attract and retain talented African Americans in the teaching profession. This article examines the Summer Scholars Program and discusses its goals, program activities, issues that emerged during implementation, program outcomes, and recommendations for future recruitment efforts to increase the number of African American teachers.

Presented below is a discussion of the current educational context, specifically student and teacher demographics, that illuminates the need for more teachers of color.

The Demographics of Schools: The Students We Have and the Teachers We Need

America is experiencing an immigration wave. Discussions about new majority "minority" populations are commonplace. Census data confirm these observations. Between 1990 and 2000, the Asian American population doubled, Hispanic/Latino groups grew by 58 percent, and the African American population increased by 16 percent (Reid, 2001). California already is a majority "minority" state, and New York, Texas, Florida, and New Jersey, among others, are rapidly joining this category (Garcia & McLaughlin, 1995).

Nowhere are these demographic changes felt more keenly than in our schools (American Council on Education & the Education Commission of the States, 1988; Gonzalez, 1990). It is anticipated that by 2020, children of color will constitute 46 percent of the public school population, according to the National Center for Education Statistics (1991). Today, more than 30 percent of all public school students are children of color (Banks, 1991), and these children comprise more than 70 percent of the total school enrollments in 20 of the nation's largest school districts (NCES, 1987).

If ever there was a time when a heterogeneous teaching force was needed, that time is now. Despite this need, the nation's teaching force is not diverse; it remains predominantly White (Dilworth, 1990; Fuller, 1992; Goodwin, 1991; King, 1993; Research About Teacher Education Project, 1990). More than 70 percent of the nation's teachers are female, and about half speak English only. Teachers of color represent less than 10 percent of all teachers (Cochran-Smith, 2000). In fact, one report found that during the 1987-88 school year, 50 percent of schools had no teachers of color (NCES, 1992).

The same is true of teacher education faculty who, according to American Association of Colleges of Teacher Education (AACTE) surveys, are more than 90 percent White and overwhelmingly male (AACTE, 1990; Zimpher & Ashburn, 1992).

Despite numerous efforts mounted during the 1980s — and currently — to attract more candidates of color to teaching, the field has lost its "captive" labor pool. Given expanded vocational opportunities, women and people of color are no longer constrained professionally and have expanded their horizons beyond the teaching, clerical, and nursing jobs to which they traditionally were confined (Darling-Hammond, Pittman, & Ottinger, 1987; Opp, 1989; Sedlak & Schlossman, 1986).

The number of college graduates choosing teaching as a profession has declined significantly (ACE, 1992; Astin, Green, & Korn, 1987; Darling-Hammond et al., 1987; King, 1993), while the need for public school teachers has increased from 2.39 million in 1990 to a projected 2.84 million by 2002 (NCES, 1991). It is uncertain whether colleges alone can meet this critical need (Carnegie Forum, 1986; Darling-Hammond, 1990). The decline in the number and quality of teachers has been accompanied by a "growing disparity between the proportion of minority students in elementary and high schools and the proportion of minority teachers available to instruct them" (SEF, 1988; King, 1993). Given these disturbing facts, it is evident that we need more good teachers who comprehend the needs and reflect the demography of a school population that is increasingly diverse ethnically, culturally, and linguistically.

Although teachers from all minority groups are a scarce commodity, the need for African American educators is particularly acute and is the result of several conditions. College attendance and completion rates of African American students have declined despite increased high school completion rates (Garibaldi, 1987). Interest in teaching has diminished among capable African American students who aspire to careers in other fields (Darling-Hammond, 1990; Darling-Hammond et al., 1987).

HBCUs provide more than half of all the baccalaureate degrees awarded to African Americans (Graham, 1987), but these institutions are awarding significantly fewer education degrees than in the past (Garibaldi, 1991). Tests have become barriers to certification for many African Americans (Garibaldi, 1987; Graham, 1987; Haney, Madaus, & Kreitzer, 1987; Hatton, 1988). African Americans are disproportionately represented in vocational or general education tracks at the K-12 level (Goodlad, 1984; Oakes, 1985), leaving them inadequately prepared for college. Thus, the number of African American students available to pursue the teaching profession is limited.

Clearly, the shortage of minority teachers, particularly African American teachers, is a problem too serious to be ignored and too large to be solved by one or two isolated agencies. It requires the combined energies and creativity of many groups.

Increasing the Quality and Supply of African American Teachers: Action Plan

In January 1988, a consortium of nine institutions of higher education (six HBCUs and three graduate schools of education) completed a proposal to increase the number and quality of African American teachers. This proposal evolved from a collection of creative ideals (what the group would do if there were unlimited resources and no barriers) to a refined, realistically grounded set of activities that passed an evaluation by a steering committee. In deciding which activities to include, the steering committee was guided by a series of important questions or criteria:

(1) Does the program address issues from a variety of perspectives?

(2) Does the program lend itself to immediate and effective implementation?

(3) Does the program support collaboration among institutions?

(4) Does the program lend itself to growth and improvement over time?

(5) Does the program allow for implementation at reduced costs in the event initial funding is less than anticipated (SEF, 1988)?

These guiding questions allowed the consortium to focus on immediate, practical needs such as feasibility and efficiency as well as holistic, long-term considerations such as program institutionalization and replication.

The Summer Scholars Program (SSP) responded to all the guiding questions. Through this initiative, 24 undergraduate liberal arts majors (four from each of the participating HBCUs) spent six to eight weeks at one of the three participating graduate institutions — Teachers College at Columbia, Harvard, or Peabody at Vanderbilt. Participants lived on campus and took two graduate-level courses. One course deepened their understanding of subject matter, while the other encouraged them to explore educational issues by visiting schools, talking with teachers and educational leaders, and examining different career paths in education.

Since SSP was conceived as an enrichment experience that would be challenging and rigorous, strong academic skills and leadership qualities were essential. Thus, participants were required to distinguish themselves as academic achievers. Applicants had to possess a grade point average (GPA) of 3.0 or better. The decision to select students with high GPAs was very deliberate, not simply to ensure students' success, but to help counteract the perception of teaching as the vocational choice of those who are not talented enough to enter other fields. It also would define the program as highly selective and, therefore, desirable to students with many other professional development options from which to choose.

In establishing the selection process, the consensus was that older students likely would have the maturity to handle living away from home in an unfamiliar environment and would adapt to the culture of graduate school at a majority institution.

Therefore, it seemed appropriate that the program target rising seniors, students who had just completed their junior year. These participants would return to their home campuses as seniors in the fall term following the program. Finally, the consortium considered the issue of gender balance and decided that the HBCUs would each send two males and two females to the program. This criterion was particularly important, given the underachievement of African American males in schools, the "feminization" of the teaching profession, and the need for strong role models of both genders.

The criteria for student selection were designed to support the goals of the program, which were to identify accomplished liberal arts students and attract them to the teaching profession by

(1) engaging them in the exploration of teaching as a career;
(2) exposing them to complex educational questions and issues to stimulate them intellectually;
(3) enabling them to network and talk with educational leaders;
(4) introducing them to innovative educational practices and programs;
(5) exposing them to a range of

professional possibilities in education; and

(6) giving them firsthand experience in graduate study to introduce the notion of teacher preparation at the postbaccalaureate level.

With the proposal's completion, the senior officers of the nine participating institutions reaffirmed their commitment to the collaboration by endorsing the plan. SEF then solicited support and financial backing.

In April 1988, the consortium received $1.75 million in funding from the BellSouth Foundation and the Pew Charitable Trusts to support a range of activities for three years. Specifically, in terms of the Summer Scholars Program, funding would fully support all participating students. This included financial support for housing, air travel, meals, books, and other educational supplies; colloquia and honoraria for speakers; two graduate students who would serve as resident advisers; program administration, including leadership supplied by faculty from the hosting institution; and a stipend for each participating student.

The stipend for students was considered necessary to compensate students for lost summer earnings. The stipend was an added incentive to participate and would ensure that no student would be harmed financially by the experience. The stipend also acted as an acknowledgement that talented students often have many options for summer employment or educational enrichment. Thus, in addition to being professionally attractive, the program would also be economically attractive.

Funding to support an institutional representative's site visit as well as a post-experience reunion visit was also built into the program. The representative's visit brought one member from each of the participating institutions, including SEF and the BellSouth Foundation, to the campus hosting SSP for a two-day meeting midway through the six- to eight-week program. The purpose of the visit was to open the program to observation and formative assessment and to allow key consortium members to meet and review program activities, as well as plan for the future. The meeting also provided students a chance to share their experiences with faculty members from their home institutions and to engage these faculty members as participants, albeit on a short-term basis, in program activities.

Thus, the significance of the program would not only be underscored for students by the presence of their own faculty, but would enable them to engage in serious educational discussions with their professors. The post-experience reunion brought program participants and key faculty from all consortium institutions together for a summative evaluation discussion late in the fall after the summer experience had concluded. The meeting, held on the campus of the graduate institution that had hosted the program, focused on the benefits of SSP, recommendations for program changes or improvement, and strategies to follow up on the experience at students' home colleges and universities. The meeting also provided consortium members with a forum for additional planning and review. With all this in place, SSP was initiated in 1988.

The Summer Scholars Program: Organization and Activities

The first year of the program was held at Harvard and involved 24 undergraduates from the six HBCUs. The program then rotated to Teachers College at Columbia and finally to Peabody College at Vanderbilt. For the next 10 years, the program would move among the three campuses, with Teachers College hosting four times, and Harvard and Peabody College hosting three times each.

At each of the campuses, the program was directed by professors of education with the assistance of graduate students. Each of the programs was similarly organized in that they all exposed Summer Scholars to current educational reform, including the best of theory and innovative practice; linked students to forward-thinking educators, both in the academy and in the field; immersed students in graduate school life; involved students in local cultural events; and introduced them to new resources and technology.

At the core of each program was a curriculum issues course or seminar designed to engage students in thinking deeply about serious, perennial concerns in teaching and learning. However, beyond a common framework, each of the programs developed its own signature or character. At Teachers College, the program emphasized school visits, teacher leadership, and issues in urban education. Peabody College at Vanderbilt concentrated on the integration of technology into the curriculum and school leadership. Harvard focused on school reform, educational policy, and presentations by progressive school leaders.

The emphasis of each program reflected the context, strengths, and resources of the host graduate institution. Teachers College, located in the middle of a large urban school system — New York City — naturally focused on urban schooling. In addition, an earlier program schedule, coupled with end-of-June K-12 school closings, afforded school visitations. Finally, the notion of teacher as leader became a dominant theme running through the teacher education programs at Teachers College and an equally dominant theme in the Summer Scholars Program.

Vanderbilt is well known for its innovative use of technology in education and for the high caliber of its leadership programs. It is not surprising, then, that technology and leadership formed the foundation of its Summer Scholars Program. Harvard has gained acclaim as an educational policy center for the influence it has brought to bear on the school reform movement. Because Harvard's program had wide access to a variety of policymakers, education activists, and school reformers, it built its program around new ideas and practices in education.

Upon reflection, this idea of individuality within a common framework ensured that the Summer Scholars Program was, in some respects, always being reinvented. Participants could come to expect certain experiences and activities, regardless of where the program was housed. Yet the program was constantly evolving because each graduate institution was able to

(1) bring different strengths to the program,

(2) use the respite from implementation for evaluation and redesign (the graduate universities could usually depend on a two-year break before running the program again), and

(3) benefit from the practical experiences and guidance offered by the two other collaborating graduate institutions.

These factors resulted in a fresh, dynamic program whose qualities set the stage for longevity and continued support.

The Early Years: Learning From Practice

While the program was very successful, the completion of the first cycle of the program at each of the three graduate campuses provided an opportunity to learn from initial implementation and make appropriate adjustments. It also allowed unanticipated problems to surface.

The first issue involved the selection process. Student selection for the program varied from institution to institution, even though basic criteria were followed. This meant that all students chosen for the program were rising seniors who were academic achievers and leaders at their home institutions. However, the HBCUs were given a great deal of flexibility in terms of the selection process itself. Regardless of procedures followed, all students required faculty recommendations to be considered. The HBCUs seemed to follow one of two paths — selection of students from those nominated by faculty, or selection of students from an open competition. Consequently, nominated students were more likely to be identified by others for the experience, while those who responded to an open competition were more likely to have chosen the experience for themselves.

This issue of nomination versus self-selection became an emerging concern in the early years of the program for a variety of reasons. First, nominated students, in some instances, seemed to feel obliged to accept faculty nominations, even when they were not necessarily eager to participate. Second, nominated students, because they were capable, talented, and deeply involved in campus life, were very well known to faculty. This meant that less-known but equally qualified students were not as likely to be chosen. Third, nominated students, more

> ***I think the scholars really look at teaching as a profession rather than simply a future job. They see their calling differently. They want to tackle some of the deeper issues of teaching and learning.***
>
> >> Professor

than many others, had multiple opportunities to participate in special activities and sometimes felt they had to give up another significant opportunity to participate in SSP.

While all the students selected for the program had established themselves as strong students, the emphasis of SSP on analytical thinking and writing was still a great challenge. Given their status as undergraduates, many of the SSP students had little experience with the kind of thinking, writing, and discourse required by most graduate-level courses. Consequently, the feedback they received on their work was less positive than what they were accustomed to receiving. Such feedback discouraged them and greatly concerned the graduate faculty organizing the program.

Another issue was the recruitment of liberal arts majors for the program. Since nearly all of the faculty involved in the consortium were School of Education faculty, the students with whom they were most familiar and with whom they had the most contact were, naturally, education majors. Thus, in the first years of the program, about three-quarters of each cohort consisted of education majors, students who were already in the teacher preparation pipeline.

HBCU faculty found it difficult to lead noneducation majors to consider the experience. Clearly, the program goal of attracting new recruits to the profession was in jeopardy. The overrepresentation of education majors in the program also meant there was an overrepresentation of women, since females constitute the larger percentage of students majoring in the field. Recruiting an equal number of men to participate in the program was an insurmountable challenge.

Although students were considered ready for a graduate-level experience, they were still undergraduates placed in a graduate school world. Appropriate conduct in the dormitories, interpersonal interactions with other graduate students, conflicts within the SSP group itself, homesickness, attitude, professional demeanor, and culture shock all became issues at various times. Program faculty at two of the host institutions were accustomed to working with older, more mature students, and consequently, they expected the Summer Scholars to behave like graduate students and manage their own time (especially large blocks of free time) and money, as well as motivate and discipline themselves. These expectations often were not met. Yet immaturity was not the only cause of difficulties.

On occasion, cultural clashes and racial tension arose because the predominantly White graduate institutions and their students did not always welcome this group of young African Americans. Some of the disputes in the dormitories had bias, if not outright racism, at their foundation. Some of the interpersonal difficulties Summer Scholars participants experienced with students from the host institution were due to cultural differences and misinterpretations, with each group not being able to accommodate, understand, or "read" the cultural norms of the other.

In addition, intragroup conflicts emerged, often accompanied by the formation of cliques based on sorority or fraternity ("Greek") memberships within the group. This caused insider-outsider groups to develop, which often disrupted group harmony and lessened group cohesion.

Finally, there was the issue of

publicity and follow-through. During the early years of the program, the Summer Scholars did not seem to receive enough publicity on the HBCU campuses. Students often returned from the experience with little opportunity to share what they had learned with classmates or other faculty. There also seemed to be little connection between the experience and the "regular" curriculum; the two were unrelated. Thus, while the experience was worthwhile for those who participated, there was little to no spillover effect at the home institution.

The fact that consortium members were able to come together for meetings consistently throughout the program meant that all these issues were carefully examined and resolved. While many solutions were suggested and tried, the following five strategies proved most fruitful:

(1) Selection procedures were modified slightly so that students most likely to benefit from the experience were more likely to be nominated and chosen. HBCUs still had maximum flexibility in student selection, but with practice came a better understanding of the experience and the qualities — academic, emotional, and personal — necessary for success. Competitive GPAs, while still very important, were no longer the only criterion for selection.

(2) The application process was formalized, and a writing sample was required in addition to a letter of intention and faculty recommendations. Given the heavy emphasis on writing in SSP, it was important that participants evidenced a certain level of skill and ability. This is not to suggest that only excellent or highly competent writers were chosen (since this was not the case) but rather

to underscore the importance of good writing skills to the home institutions and the students.

(3) The recruiting process was amended so that the program would emphasize the recruitment of education majors. The primary rationale was that education majors, unlike students specializing in other areas, typically do not have access to any special internships or professional experiences. Thus, education students are seldom afforded the opportunity to experience education beyond what their college program offers.

(4) Helping HBCU students feel comfortable on the campuses of the graduate institutions became essential. Graduate school faculty employed a variety of strategies to support the students' stay. These included announcements about SSP on the graduate campus prior to the arrival of the students; working more closely with all faculty and staff who would interact with students in some way; connecting the Summer Scholars to student organizations on campus, such as Black student networks; making use of on-campus and community mentors; and communicating with campus security departments. The programs were also modified to provide more activities and events for students, including weekend activities and socials, and more rigorous academic requirements. Course and program structures and guidelines were made more explicit, and expectations for appropriate behavior were clearly articulated at the start of the program. Also, students' stipends were reduced and distributed over the course of the program.

(5) Follow-through activities for Summer Scholars were generated upon their return to their home campuses. These included presentations to classmates and faculty. Further into the program, graduate faculty began suggesting readings that would help prepare students beforehand and support ongoing discussions after the experience ended.

The intent of SSP was to offer a professional development opportunity that would significantly boost the status and appeal of education as a major and vocation. The literature suggests that the completion of a teacher preparation program does not automatically translate into teacher certification, entry into the field, and retention in the profession, particularly among African American candidates (King, 1993). SSP was conceptualized as a mechanism to help young African American pre-service teachers cement their commitment to the teaching profession, widen their understanding of occupational opportunities available within the field, and introduce graduate study in education as a viable option.

Finally, trying to recruit liberal arts majors to teaching as they were completing their college careers was seen as possibly "too little too late." By the end of the junior year, most students have committed to a particular field of study and are gearing up to enter that field. Changing the recruiting focus of the program was not so much an abandonment of liberal arts majors as it was an acknowledgement that recruitment of these students needed to happen earlier.

The issue of attracting more males to the program was also discussed. Again, it was acknowledged that more male teachers are important. However, the need to select males over females seemed counter–

productive, given the larger context where African American teachers, regardless of gender, are a scarce resource. This was not to say that liberal arts majors or males were no longer important to recruit. Indeed, the HBCUs did commit to recruiting at least one male each year and to continuing to reach out to liberal arts students. However, education majors became the unapologetic focus of the program.

Program Changes and Impact

In 1997, the Summer Scholars Program was offered for the tenth time, bolstered by funding from the Rockefeller Brothers Foundation beginning in 1996. The program continued in large part as it was originally conceived, though there have been some significant changes. One major change was a reduction from 24 to 12 participants each year. While the smaller number corresponded with reduced funding, the graduate institutions also viewed the smaller number as more manageable. A committee of representatives from each of the graduate universities, from SEF, and from Rockefeller Brothers selected participants. The program stopped targeting only those students from the original six HBCU consortium members and was opened to any student from any HBCU. The last reunion meetings were restructured to be held in conjunction with a professional conference hosted annually by SEF in Atlanta. Students were required to prepare and present projects during the reunion as a way of demonstrating new knowledge acquired through the Summer Scholars experience.

Between 1987 and 1997, the program served 186 students. Of that number, 158 completed undergraduate study and graduated from college. Ninety percent of the 158 continue to be involved in education as teachers, administrators, or graduate students pursuing advanced degrees in education. Faculty report that many Summer Scholars participants are teaching and pursuing master's or doctoral degrees simultaneously. Also, graduates are teaching across the nation in Massachusetts, Louisiana, Texas, Tennessee, Minnesota, North Carolina, Illinois, and Mississippi. About 30 percent of the Summer Scholars participants who were liberal arts majors entered the field of education as a consequence of their participation in the program.

These quantitative data reveal that the program met its goals. It recruited some students who might not have considered professions in education, and it apparently helped to sustain the commitment of many others to the field. However, qualitative data provide texture to the numbers. According to students and HBCU faculty, some of the primary benefits of the program have been

- a more critical perspective and a deeper understanding and awareness of the issues and challenges in education,
- the opportunity to network with other educators, especially other African American pre-service teachers,
- a stronger commitment to teaching as a profession,
- exposure to different education practices and ideas, and
- higher levels of self-esteem and a belief in the ability to succeed in graduate school.

Each of the HBCUs participating in the consortium has experienced an increase in the number of students majoring in education. Though this rise in teacher education enrollments represents a national trend and cannot be directly linked to the Summer Scholars Program, in the words of one faculty member, the program has been very visible on HBCU campuses and has helped to "raise the consciousness of the other majors [students] about teaching and project a positive image of teaching." HBCU education majors who were involved in the program also report that their status on campus rose because, for the first time, special opportunities that always have been available to noneducation students were now available to them.

Recruiting African American Teachers: Lessons

The single most important lesson the SSP teaches us is that recruitment efforts cannot ignore the need for nourishment, encouragement, and sustenance of African American preservice teachers. When we look at the wide variety of efforts generated to attract African Americans into teacher preparation and into the profession, we realize these efforts almost always overlook those who are already in the pipeline. Successful recruitment is often measured by the number of students one can recruit into teacher education, not by the numbers one can retain in the profession.

In addition, recruitment efforts have paid scant attention to how to modify, enrich, or augment the teacher education experience. Typically, African American and other students are recruited into traditional teacher preparation programs or to alternative programs. Regardless of the route taken to certification, teacher education is still defined in terms of methods courses, and some kind of apprenticeship or "hands-on" experience. The Summer Scholars experience tells us that conceptually challenging and intellectually rigorous enrichment activities seem to make a difference in the way recruits think and feel about the teaching profession. The results of the program remind us that, ultimately, what talented individuals seek is satisfying, meaningful work.

A second lesson that the Summer Scholars Program offers is the understanding that recruitment efforts must present teaching and the educational field as a lifetime career. That is, recruits may be more likely to commit to the teaching profession if they have some awareness of the career paths one can follow as an educator. These include leadership possibilities, opportunities in research and policy development, participation in school reform, and options for further professional study. Again, getting recruits into the profession or into teacher preparation is simply the initial step. Recruitment efforts can make a difference in terms of where recruits go from there.

Third, the Summer Scholars Program has measured its success according to the number of students who are engaged in a range of educational work — teaching, administration, and advanced study. This definition of success implies that it may be shortsighted and unrealistic for recruitment programs to focus solely on classroom teaching, as most currently do, and to consider the placement of classroom teachers as the only indicator of successful recruitment. In fact, there is a need for African American educators in all educational arenas, and it may be wise for recruitment efforts to define "educator" more broadly.

Finally, the successful recruitment of teachers of color, especially African American teachers, requires the collaborative efforts of many institutions and individuals. The creative exchange that is the natural outcome of such collaboration is likely to encourage the development of more creative recruitment strategies. In addition, collaborative efforts send those who are considering the profession important messages about the significance of a future career in the education field.

References

American Association of Colleges of Teacher Education. (1990). *Teacher education pipeline II: Schools, colleges, and departments of education enrollments by race and ethnicity.* Washington, DC: Author.

American Council on Education. (1992). *Minorities in higher education: Tenth annual status report.* Washington, DC: Author.

American Council on Education and the Education Commission of the States. (1988). *One-third of a nation: A report of the commission on minority participation in education and American life.* Washington, DC: Author.

Astin, A.W., Green, K.C., & Korn, W.S. (1987). *The American freshman: Twenty-year trends.* Los Angeles, CA: Cooperative Institutional Research Program.

Banks, J.A. (1991). Teaching multicultural literacy to teachers. *Teaching Education,* 4(1), 135-144.

Carnegie Forum on Education and the Economy. (1986). *A nation prepared: Teachers for the 21st century.* New York: Author.

Cochran-Smith, M. (2000). Blind Vision: Unlearning racism in teacher education. *Harvard Educational Review,* 70(2), 157-190.

Darling-Hammond, L. (1990). Teachers and teaching: Signs of a changing profession. In W. R. Houston, M. Haberman, & J. Sikula (Eds.), *Handbook of research on teacher education* (pp. 267-290). New York: Macmillan.

Darling-Hammond, L., Pittman, K. J., & Ottinger, C. (1987). *Career choices for minorities: Who will teach?* Washington, DC: National Education Association.

Dilworth, M.E. (1990). *Reading between the lines: Teachers and their racial and ethnic cultures.* Washington, DC: American Association of Colleges of Teacher Education.

Fuller, M.L. (1992). Teacher education programs and increasing minority school populations: An educational mismatch? In C.A. Grant (Ed.), *Research and multicultural education* (pp. 184-202). London: Falmer Press.

Galambos, E.C. (1985). *Teacher preparation: The anatomy of a college degree.* Atlanta, GA: Southern Regional Education Board.

Garcia, E.E. & McLaughlin, B. (Eds.). (1995). Meeting the challenge of linguistic and cultural diversity in early childhood education. *Yearbook in Early Childhood Education,* Vol. 6. New York: Teachers College Press.

Garibaldi, A.M. (1987). *Quality and diversity in schools: The case for an expanded pool of minority teachers.* Racine, WI: American Association of Colleges.

Garibaldi, A.M. (1991). The roles of historically Black colleges in facilitating resilience among African-American students. *Education and Urban Society*, 24(1), 103-112.

Gonzalez, R.D. (1990). When minority becomes majority: The changing face of English classrooms. *English Journal*, 79 (1), 16-23.

Goodlad, J.I. (1984). *A place called school*. New York: McGraw-Hill.

Goodwin, A.L. (1991). Problems, process, and promise: Reflections on a collaborative approach to the minority teacher shortage. *Journal of Teacher Education*, 42(1), 28-36.

Graham, P.A. (1987). Black teachers: A drastically scarce resource. *Phi Delta Kappan*, 68(8), 598-605.

Haney, W., Madaus, G., & Kreitzer, A. (1987). Charms talismanic: Testing teachers for the improvement of American education. *Review of Research in Education*, 14, 169-238.

Hatton, B.R. (1988). A game plan for ending the minority teacher shortage. *NEA Today*, 6(6), 66-69.

King, S.H. (1993). The limited presence of African-American teachers. *Review of Research in Education*, 63(2), 115-150.

National Center for Education Statistics. (1987). *The condition of education*. Washington, DC: U.S. Department of Education.

National Center for Education Statistics. (1991). *Projection of education statistics to 2002* (NCES 91-490). Washington, DC: U.S. Department of Education.

National Center for Education Statistics. (1992). *Schools and staffing in the United States: A statistical profile, 1987-1988* (NCES 92-120). Washington, DC: U.S. Department of Education.

Oakes, J. (1985). *Keeping track*. New Haven: Yale University Press.

Opp, R.D. (1989). Freshman interest in teaching: Recent trends. *Journal of Teacher Education*, 40(4), 43-48.

Research About Teachers Education Project. (1990). *Teaching teachers: Facts and figures*. Washington, DC: AACTE.

Reid, K.S. (March 21, 2000). U.S. Census underscores diversity. *Education Week*, 20(7), 1, 18-19.

Sedlak, M. & Schlossman, S. (1986). *Who will teach? Historical perspectives on the changing appeal of teaching as a profession*. Santa Monica, CA: The RAND Corporation.

Southern Education Foundation. (1988). *Enhancing the production of minority teachers: Implementing a consortium approach*. Atlanta, GA: Author.

Zimpher, N.L. & Ashburn, E.A. (1992). *Countering parochialism in teacher candidates*. In M.E. Dilworth (Ed.), *Diversity in teacher education*, (pp. 40-61). San Francisco: Jossey-Bass.

Building the Minority

TEACHER PIPELINE

The Grambling State University Experience with Precollegiate Programming in the Louisiana Consortium

Mary Davis Minter and **Deborah Gilliam**

During the past 40 years, teacher education has come under repeated critical scrutiny. Some of our more forward-looking colleagues have been far ahead of the critics in instituting programs that warranted only approbation. More frequently, there has been substantial truth in the criticism. In those cases, we sometimes have responded by ignoring our critics, sometimes by aggressively defending our multiple virtues, and sometimes by hiding until the threat passed. In a few instances, the criticism has been so serious that programs have found themselves in life-threatening circumstances. Grambling State University (GSU) was in this situation in 1980, but not everyone recognized it. Grambling's teacher education leaders did, and with rare insight, they made a conscious choice to attack the problem, not the critics, and to develop a program of excellence in teacher education.

Mary Davis Minter, Ph.D., is an independent education consultant with Livingstone College in North Carolina and a former professor of education and department head in the Department of Education at Grambling State University (GSU).

Deborah Gilliam, M.S. Ed., is an instructor at the Alma J. Brown Elementary Laboratory School of the GSU College of Education. She was coordinator of the Future Teachers Club in the Grambling component of the Louisiana Consortium. She also has served as an adjunct instructor at Grambling.

Their choice led to hard work, to making everyone's role and responsibilities public, to recognizing progress, and to correcting failures. The result was success.

As a result of state-mandated teacher licensure tests in Louisiana, beginning in the late 1970s the number of qualified applicants fell far short of the number needed to meet the state's demand. While many states were experiencing teacher shortages, it was estimated that in Louisiana alone the shortage for 1985-86 was in excess of 3,000 teachers. The teacher education faculty members at GSU decided that rather than throwing up their hands and screaming about certification tests, they would face the problem squarely and make a conscious effort to get their teacher preparation programs back on track (Mills, Dauzat & Joiner, 1989).

Two major decisions by the GSU College of Education faculty and administration were crucial to these early efforts: public acknowledgment of roles and responsibilities and a commitment to complete curriculum revision. In other words, the foundation for restructuring depended on the accountability of everyone from administrators, faculty, and staff to teacher candidates in the programs. At the same time, the commitment to develop, implement, and evaluate curriculum reforms was noteworthy.

Three problems were identified as targets for intervention: the declining enrollment of minorities in teacher education programs (recruitment); the difficulties encountered in negotiating the requirements for teacher certification (retention), and lack of available funds (fiscal resources). Efforts to develop solutions to the problems, particularly obtaining funding, led university officials to the Southern Education Foundation (SEF).

During this initial phase, SEF representatives advised that the Ford Foundation was interested in funding collaborative statewide efforts to improve the performance of minority teacher candidates on state certification tests and increase the number of licensed minority teachers. In 1990, SEF convened brainstorming sessions among its various grant recipients in Louisiana. The interest generated as a result of these sessions led three institutions — Xavier University of New Orleans, Tulane University, and Grambling State University — to develop a partnership with SEF to seek funding from the Ford Foundation.

In early 1991, the Ford Foundation approved a grant to fund the efforts of the Louisiana Consortium on Minority Teacher Supply and Quality (the Louisiana Consortium). Ford mandated that the consortium employ statewide approaches to address the problems and that the consortium be administered as a partnership with program decisions being made by a steering committee. The steering committee represented each participating institution. Further, Ford required that administrative costs be minimal.

The steering committee of the Louisiana Consortium consisted of the head of the Department of Teacher Education at Grambling, the head of the Department of Teacher Education at Xavier, the director of the Student Learning Center at Tulane, and a program officer from SEF. The SEF representative served as the administrative manager for the consortium. All aspects of the program were conducted collaboratively, including planning, implementation, data collection, and formative evaluation of activities. SEF served as the fiscal agent for the project. Its representative to the consortium also served as overall coordinator and project monitor.

The Louisiana Consortium was a six-year, multifaceted program consisting of precollegiate recruitment and collegiate-level retention components. This article presents a summary of the development and implementation of the precollegiate program at GSU.

Development of the Precollegiate Component

Initially, each participating institution generated separate goals for the precollegiate component and prepared a proposal for activities the institution expected to conduct on its campus.

Xavier University had an exceptional track record for grooming students and recruiting them into science programs, particularly premedical programs. Drawing from this experience, the SEF representative suggested that a teacher cadet program, patterned after the science recruitment project, be included as one of the components of this effort. Tulane University, because it did not have an undergraduate teacher preparation program, proposed to serve as a resource center. It would provide leadership in identifying research-based practices and offer assistance with curriculum development, instructional materials, and program evaluation.

GSU sought to be active in each aspect of the precollegiate component and proposed, as its major precollegiate activities, a Future Teachers Club (FTC) and a summer residential program.

Because the activities of the three universities were disjointed, the Southern Education Foundation representative suggested that the three proposals be unified and that the objectives of each of the activities be synchronized to provide a smooth-operating pipeline for recruitment and retention of teacher aspirants. It was thought that such a collaborative program would represent a series of activities designed to motivate high school students to become teachers and sustain their interests throughout the high school years and into the college years. This suggestion prompted several changes in the institutions' proposals. The jointly agreed upon changes are reflected in the discussion that follows.

Program Purpose

The purpose of the precollegiate component was to create a teacher education pipeline consisting of connecting activities designed to recruit high school students of average ability into the field of teaching. Three initiatives were established as building blocks to recruit interested high school students in the teaching profession and cultivate their interest through college entrance. These initiatives included the FTC, a Summer Enrichment Program, and a Teacher Internship Program.

FTC was the organization from which the initial pool of participants was selected. Though it was open to 9th -12th graders, the focus was on freshmen. Concurrent FTC activities were implemented at schools in Grambling and New Orleans. Students who participated in FTC were eligible to apply to the Summer Enrichment Program (SEP). SEP candidates were required to meet additional eligibility criteria to be selected. After participation in both the FTC and the SEP, students became eligible candidates for participation in the Teacher Internship Program (TIP). Positive recommendations from high school teachers and administrators were required for students to be selected for TIP, which was the capstone experience of the precollegiate component. This experience enabled participants to be included in college and university recruitment efforts. These pipeline components are elaborated upon further in a subsequent section of this narrative.

Collaboration among higher education faculty, secondary teachers and administrators, and graduate students in the recruitment and retention of future teachers was one goal of the program. High-energy, competent high school teachers earned stipends by participating in the planning and implementation of the various program activities. These teachers, along with university faculty and graduate students, served as sponsors for special activities conducted during the regular school year and during the summer. These sponsors organized teacher education interest groups to attract other students, regardless of risk level, into teacher education.

Nature of the Program

Xavier University served as the lead institution for FTC. Faculty from Xavier conducted training sessions alternately in New Orleans and in Grambling for K-12 teachers and graduate students serving as program sponsors on their respective campuses.

GSU chose to participate in all aspects of the proposed teacher education pipeline. It operated the Summer Enrichment Program, which was initially identified as a summer residential program. However, since only one campus was approved to host SEP, the steering committee decided that greater participation would result if the program was located in New Orleans. Thus, SEP was housed on Xavier's campus and coordinated by Tulane staff.

GSU faculty and students, along with schoolteachers and high school students from the city of Grambling, traveled to New Orleans to participate in this summer residential program. Graduate students and upperclass college students from GSU and Xavier served as resident assistants in the program. Xavier faculty members and high school teachers from New Orleans conducted classes and hosted city tours and a variety of social and cultural activities for SEP participants. The high school students' parents and GSU sponsors were encouraged to participate in many of these activities. GSU provided transportation for the activities.

SEP activities were designed to prepare students for college success and to introduce them to college and university teacher education programs. SEP participants were involved in a number of enrichment courses, including language arts, computer literacy, mathematics, African American history, and content and methodology courses in teacher education. These courses were taught by college faculty on a college campus and were presented in a variety of cultural, recreational, and social contexts. Participants earned stipends during their tenure in the program and received training in personal finance and budgeting.

The culminating activity of the precollegiate component was TIP. It was designed to enhance the interest of high school juniors and seniors in the teaching profession by providing them with hands-on teaching experience. TIP participants served as tutors in after-school programs in elementary schools and Saturday programs. They also received a monthly stipend for their participation.

To maintain interest and commitment to the program, students in TIP who also had participated in the SEP were encouraged to compete for a limited number of $1,000 scholarships that could be applied to their tuition and expenses at the colleges of their choice. Because some students were in 11th grade at the time, the scholarships were held until college. Students who failed to enter college forfeited the awards. The scholarship program was created on an experimental basis for one year, with continuation contingent upon the availability of funds. However, continued funding was not available after the award of 20 scholarships to students from Grambling and New Orleans. This program component was discontinued.

In the end, participation in the building block programs — FTC, SEP, and TIP — was intended to foster a continuing interest in becoming a teacher education candidate.

Targeted Population and Recruitment

Demographic data revealed that many minority secondary students in Louisiana belonged to low-income, financial-aid status households; had developmentally deficient academic backgrounds; and held low ACT scores (below 15). These students also had other at-risk characteristics. For example, many represented multiple at-risk populations, including first-generation college students, teenage parents, and those from low-income, single-parent homes.

Program developers agreed that such individuals represented the primary population to be reached. This decision embraced a value-added approach to recruitment. Further, successful participation was expected to be a value-added benefit that specifically would increase the students' likelihood for college success.

Students from this population

were recruited from the geographical areas served by GSU and Xavier. The primary service area for GSU was mostly rural, north central Louisiana. Xavier, on the other hand, served the metropolitan area of greater New Orleans. A press release provided initial information about the program to the various locales. In the small community of Grambling, word of mouth was an effective tool. In addition, teachers at Grambling High School, who served as supervisors for pre-service teachers at the college level, assisted in recruiting promising high school students for the project. Eligibility requirements for continued participation in the pipeline beyond FTC were as follows:

- ***Summer Enrichment Program (SEP)***: In addition to having been a member of the FTC, candidates were required to have a minimum grade point average (GPA) of 2.0 and an expressed interest in becoming a teacher.
- ***Teacher Internship Program (TIP)***: Candidates were required to have participated in SEP, earned a minimum GPA of 2.0, have adequate oral and written communication skills, and be recommended by teachers and their principal.
- ***Scholarships:*** Candidates were required to have participated in all three program activities. Candidates for participation in SEP, TIP, and the scholarship program had to be recommended by the school-level sponsors and their principal. Scholarship candidates were evaluated by program staff who assigned weighted ratings to identified criteria.

Program Staffing

University faculty members served as trainers and curriculum developers in TIP. University faculty involved in the program were from the Mathematics and Computer Science Department as well as the

Department of Teacher Education at GSU. The precollegiate coordinator for the GSU site began as a graduate student in developmental education. As a result of her participation in this project, she became a teacher of mathematics and computer science.

One of the sites for the Grambling high school interns who participated in TIP was the Saturday Academy, a state-funded tutoring program held at a local church. The director of the Saturday Academy was also a member of the teacher education faculty. Undergraduate students in teacher education served as mentors to TIP students and as supervising teachers for participants in the Saturday Academy. Laboratory schoolteachers volunteered to accept TIP students under their tutelage and to assist in training the interns as story–tellers and tutors in math and language arts.

Curricular Focus of the Precollegiate Program

The precollegiate programs (FTC, SEP, and TIP) focused on reading, language arts, and mathematics. These programs included activities designed to foster creative thinking and problem-solving, instill confidence in public speaking, develop skills for planning and implementing the use of media materials to facilitate learning in language arts and math, and teach strategies and hone skills for taking standardized tests. Based on the National Teacher Examination (NTE) scores of Louisiana teacher candidates, these areas seem to be especially difficult for pre-service teachers.

SEP also focused on history, primarily African American history. The purpose was to strengthen students' self-concepts, broaden their knowledge of contributions made by African Americans to American history, and foster understanding of the importance of role models and cultural inclusiveness in the teaching-learning processes.

Program Activities

FTC activities were conducted throughout the academic year. Participants attended business meetings, served as teachers' aides, sponsored teacher appreciation days, and participated in interscholastic league competitions and regional and state FTC meetings.

Prior to this program, few predominantly African American high schools in Louisiana were participating in FTC statewide. Participation in this activity was encouraged because of the numerous leadership opportunities it provided for prospective teachers.

Summer enrichment activities included classroom observation experiences, field trips, arts and crafts fairs, quiz bowl contests, basketball competitions, and drama and music events. These academic and social activities culminated with an awards banquet during which students were recognized for their achievements in the program.

TIP participants assisted elementary students with homework assignments, organized special learning activities, read to classes, tutored math and reading, and generally assisted K-12 teachers in classroom presentations and recreational activities. Students were also required to attend various training sessions during their internships. These training sessions were conducted by college faculty on Saturdays.

Program Outcomes

Because FTC was open to all students, there was broad participation in this component. (Data are not available on the total number of FTC participants because administrative changes occurred at the high schools, and this transition resulted in changes in record-keeping procedures.) Fifty to 60 students maintained membership during the first four years of the program. With regard to SEP, an average of 50 students participated. At GSU alone, an average of 10 students participated in TIP annually. Approximately 20 students received scholarships over the duration of the program.

Students who participated in TIP and SEP were particularly enthusiastic about their experiences. Several high school students who initially joined the program "just to see what was going on" later decided to become teacher education majors. Other students, whose parents objected to their becoming teachers, did declare teacher education as their college major. Some students who began the program as FTC members have graduated and become teachers. Notably, a candidate who was a teenaged parent became the first candidate from Grambling to complete the entire consortium cycle, including college graduation.

The turning point for many participants was SEP. They returned from the Xavier campus full of enthusiasm. Many wanted to attend an additional summer. They reported that faculty members at Xavier were particularly impressive as teachers and as inspirational role models. Participation in the Ford Foundation conferences at the American Association of Colleges of Teacher Education (AACTE) meetings provided participants with a national network of contacts and resources. The conferences also introduced participants to the professional affiliations and networks available to teachers at the high school and college levels.

Program participants responded

well to the training activities, which included learning to use math manipulatives effectively, as well as practicing storytelling techniques. The training required participants to develop audiovisual materials to supplement their tutoring and teaching assistance activities.

Success of the precollegiate programs resulted in part from the strong support and close working relationship of teachers and administrators in the participating high schools, university faculties, and college students. Mentors and master teachers provided the assistance, support, and encouragement that participants needed.

Outside consultants conducted evaluation activities. Educational Testing Service (ETS) reviewed and approved data collection activities and conducted on-site visits to assist in documenting the program.

Through collaboration in this program, GSU developed a sense of *esprit de corps* with Xavier University and SEF. Despite disagreement on some issues, the three organizations experienced a sense of shared responsibilities and shared successes. We viewed any problems we experienced as jointly shared and jointly solved. For example, travel between sites was a responsibility initially assumed by GSU. This became problematic for a number of reasons. As a result, representatives from both SEF and Xavier agreed to travel to Grambling. We believe that the representatives from Xavier and SEF gained greater appreciation for the amount of time and the infringement on other activities that had to be made in order to travel. Additionally, they developed an understanding about the lack of resources available to rural communities such as those where GSU is located.

Lessons Learned

- Students often make decisions early in life about their career goals. Given an opportunity to participate in activities related to their career choices, students are able to confirm or reject these notions early enough to influence their selection of courses for college. Relative to teaching, students who wish to teach are able to strengthen their skills through hands-on activities beginning in high school. Others who find they do not enjoy working with children are able to redirect their career choices to other areas that are more appealing to them.
- Effective teachers positively affect student attitudes about teaching. Even those students who do not choose teaching as a career feel differently about teaching when they work with teachers who are caring, who use multiple approaches to teaching concepts, and who instill in students a sense of confidence about learning.
- Insight is gained through collaborative exchange. An example of this was evident in the way travel between sites was viewed at the end of the project. The problem of distance had been borne primarily by GSU during the first three years of the program. However, during the third year, staff from Xavier University and SEF traveled to Grambling for meetings. After the first such exchange, there was a greater understanding of the rural context within which GSU is situated. These realizations positively changed the entire context of the consortium meetings.
- The most important lesson that was learned from this precollegiate program is that there is a need to instill in young children the desire to become teachers. Educators need to continue to build a pipeline that will ensure that we have an adequate

supply of African American teachers in the classroom. Educators must also make sure that all teachers are competent and understand cultural diversity and the needs of special populations. With such insight, classroom learning is optimized.

- Changes in administration and in consortium membership affect the continuity of program planning, implementation, and evaluation, as well as student participation.

The resources available to classroom teachers, and to the public schools in general, tend to be limited. Somehow, educators must influence policy decisions that will enable early recruitment (beginning in middle and high schools) of future teachers and provide these candidates the kinds of experiences that will enhance their knowledge of the profession and provide them the requisite competencies and attitudes for acceptance into college and university teacher preparation programs.

References

Mills, J., Dauzat, J., & Joiner, B. (1989). *A Conscious Choice.* Dubuque, IA: Kendall Hunt.

Where Do We Go From Here?

CONCLUSION

Diversity in Teaching and School Leadership

Leslie T. Fenwick

Since 1988, SEF has initiated a powerful combination of philanthropic organizations, HBCUs, TWIs, major research institutions, and public school districts in a concerted attempt to improve the quality, supply, and diversity of the teaching force in the South. In all, these efforts have produced many high-performing, deeply committed minority teachers for hard-to-staff schools in seven Southern states, Alabama, Florida, Georgia, Louisiana, North Carolina, Tennessee, and Virginia. These efforts have made an important imprint on reform in teacher preparation, recruitment and retention and yielded powerful lessons about:

(1) the value of recruiting nontraditional students particularly those who have shown (in their past instructional experiences as teacher's assistants/paraprofessionals) that they are compassionate, sensitive, and committed to the urban learner;

Leslie T. Fenwick, Ph.D., is a former program officer at the Southern Education Foundation where she coordinated minority teacher pipeline programs. She holds an appointment as a Visiting Scholar in Education at Harvard University.

(2) the importance of creating overlapping support systems and diverse course delivery mechanisms that reflect the needs of adult learners;

(3) the attainability of colleges/ universities engaging in sustained collaboration with each other and with school districts; and

(4) the value of HBCUs and TWIs partnering. The programming in which SEF has been engaged for nearly fifteen years has addressed the full continuum of the teacher pipeline beginning in high school and culminating with graduate school education.

Accordingly, these "value-added" and "best and brightest" programs have focused on arousing the interest of high school students in the teaching profession and supporting that interest through college matriculation; exposing undergraduate liberal arts and education majors to graduate study in education at premier research institutions; tapping nontraditional pools, such as teachers aids and paraprofessionals, and preparing them to be teachers through grow-your-own teacher preparation programs that rely on university-school district collaboration; and cultivating a network of novice and veteran African American teachers into teacher-leaders for urban schools. This multiplicity of programs and the lessons learned from them inform the policy recommendations which follow.

Policy Recommendations

In this age of increased educational accountability providing high-quality teachers to help every student learn is a fundamental responsibility of state and local policymakers. This is all the more true because recent evidence suggests that the single most important school factor affecting student achievement is teacher quality. Indeed, the difference between a good and bad teacher can be a full grade level of achievement in the course of a single school year (Hanushek, 1986). Compound this by exposure to a series of bad teachers and the student may never academically recover (NASBE, 2000).

With this in mind and bolstered by the positive outcomes of nearly fifteen years of teacher pipeline programming in the South, SEF offers the following policy recommendations for improving the quality, quantity and diversity of the nation's teaching force.

1. Support the involvement of HBCUs in teacher pipeline programs. Funding from philanthropic, federal and state sources should target colleges of education at HBCUs. HBCUs prepare the majority of the nation's African American teachers and have been involved in substantial reform efforts, the results of which can inform national and regional policy and practice. Other colleges/universities with high enrollments of Hispanic/Latino, Asian, or Native American education majors should also be tapped as a resource for resolving the nation's teacher pipeline problem. These minority-serving institutions should receive expansion grants to support existing programs that show promise and seed grants to foster the development of new teacher pipeline initiatives.

2. Develop a statewide strategy for eliminating racial disparities in pass rates on teacher licensure exams and advocate for the development of new assessment measures that do not maintain or exacerbate existing racial disparities. One major barrier to producing more African American and Hispanic/Latino teachers is the requirement to demonstrate proficiency in basic skills by passing a standardized test. While schools need competent teachers, testing research indicates that there is no correlation between pre-service teachers' performance on these exams and their success as classroom teachers (Yzaguirre, 2000). With teacher shortages in every state and dwindling enrollments in teacher preparation programs, the nation can ill afford to use standardized tests to screen out individuals who have expressed an interest in becoming a teacher and possess other requisite abilities.

Almost every state reports glaring racial disparities in teacher licensure exam pass rates. Numerous national reports have discussed this concern as well. Yet few national or regional strategies have been developed to address this problem. The U.S. Department of Education should provide incentives to state teacher certification agencies to explore and adopt new assessment procedures of basic teaching skills and subject matter competencies. Determination of proficiency should be based on authentic measures that can be demonstrated in classroom settings.

The National Education Association (NEA), American Association of Colleges for Teacher Education (AACTE) and other national associations devoted to teacher education and professional advocacy should create special task forces to work in concert with the testing industry, state certification agencies, and colleges/universities (especially HBCUs and the Hispanic Association of Colleges and Universities, HACU) to conduct research and convene policy forums targeted at redefining teacher competency assessment in ways that do not maintain or exacerbate currently existing disparities.

State higher education chancellors/regents should mandate that colleges of education gather data about the test performance of applicants to teacher preparation programs and pre-service teachers who are enrolled in those programs. If data show racial disparities, colleges of education should be required to develop an institutional plan aimed at simultaneously decreasing these disparities and raising minority acceptance into teacher education and graduation rates from these programs.

3. Diversify the ranks of those who participate in educational policy dialogue and formulation by engaging HBCUs and other minority-serving institutions. The nation's changing demographics must be of primary concern in the design and implementation of teacher development policy. Education policies and practices must more adequately address the needs of an ethnically, racially, linguistically, and socio-economically diverse student population. If appropriate policies and practices are to be evolved, the ranks of the educational policy and leadership communities must reflect the diversity of the nation's schools.

For too long, the dialogue in philanthropy and the educational policy communities has been led almost exclusively by individuals who, too often, have little experience with minority, poor students or the schools that serve them. The net result of this is that the policy recommendations and remedies emanating from these groups are, too frequently, ill conceived and not well matched to the realities of the targeted school-communities.

The nation can no longer tolerate monolithic bodies leading policy and practice agendas for the nation's public schools. Philanthropic and policymaking organizations must gather data about who is doing the work of achieving academic excellence for African American, Hispanic/ Latino and poor students. These individuals and institutions must be centrally (not marginally) present at national, state, and local consultations and forums. Their recommendations should be centerpieces to the policy and practice dialogue.

4. Support teacher pipeline programs built on university-school district collaboration. Funding should be made available to expand the most promising teacher pipeline programs and replicate them at other sites. Such funding would strengthen the burgeoning movement of university–school district collaboratives and develop the organizational capacities of participating universities and school districts to institutionalize innovative and effective teacher pipeline programs.

5. Colleges/universities should use the value-added philosophy to guide recruitment initiatives and curricular changes in teacher preparation programs. The best way to be certain that teachers understand the whole life of every child is to prepare young teachers in programs that are student- and family-centered. In order to attract and retain nontraditional students, colleges and universities should amend admission policies and evolve new webs of support services that specially target nontraditional students' needs.

6. Target nontraditional talent pools, particularily teachers' assistants and paraprofessionals, for acceptance into teacher education programs. Funding from philanthropies, federal and state governments, and local school districts should support the recruitment of talented school personnel who evidence an interest in and commitment to teaching.

7. Create more federal scholarships/ fellowships and loan forgiveness programs to encourage minority students to

pursue teaching and/or graduate study in education. Many minority college students are the first in their family to attend college. Financial assistance and other support services are rarely available to assist these students. The U.S. Department of Education should continue to use the Higher Education Act and the State Teacher Quality Enhancement Grants to expand scholarships/fellowships and loan forgiveness programs.

Additionally, most colleges of education do not have diverse faculty. Increasing the number of minorities who attain doctoral degrees in education can widen the pool from which professors can be chosen. Colleges of education could use federally funded fellowship programs to attract minority doctoral students and cultivate their interest in the professorate.

8. Invest in future teacher programs at the middle school level rather than waiting for high school and target middle schools with high minority student populations. The data about the impact of precollegiate programming aimed at sparking high school students' interest in the teaching profession is promising. It suggests that middle school students might benefit from early exposure, as well. Funding should support teacher career exploration modules, formation of future teachers clubs, and future teacher magnet programs in middle school.

Conclusion

The minority teacher shortage is not a new problem. In the South, it has its roots in the desegregation of public schools. Desegregation, while an important and necessary civil rights achievement, ushered in the displacement of thousands of African American teachers and principals. These education professionals had exemplary credentials, which often exceed those of their white peers, and frequently were respected leaders in their communities (Irvine, 1988). Nonetheless, during the desegregation years African Americans were summarily dismissed from their posts and replaced by white teachers and principals, some of whom were less qualified and able. More than half a century later, the nation's schools are still experiencing the fallout.

To the nation's credit, in recent years, philanthropic and government funding has helped legitimize the notion that a diverse teaching force is an appropriate and important goal. However, this commitment to diversity – the need for it and its attendant benefits to school-communities – has not been fully incorporated into the national dialogue about school leadership.

Few efforts have been mounted to build on existing minority teacher pipeline programs and press for greater diversity in the ranks of the nation's school leaders -particularly the principalship. Only about 16 percent of the nation's principals are educators of color. Approximately 11 percent are African American, 4 percent are Hispanic/Latino, and less than 1 percent are Asian Americans. These statistics are especially disturbing when the credentials of those who ascend to school leadership are examined. African American principals and teachers are more likely to possess a master's degree and/or doctorate. They also come to the principalship (and superintendency) with more years of teaching experience than their white peers (Fenwick, 2000). Why, then, their tremendous underrepresentation?

While women – who now comprise about 35 percent of the nation's principals – have made significant gains, these have only occurred in the last fourteen years. In the 1987-1988 academic year, women were 2 percent of the nation's school principals. This is especially disturbing because women make up 73 percent of the teaching force, from which principals ascend. Why, then, their tremendous underrepresentation?

Notions about who should lead still tend to support white males' access to policy and leadership posts, even in education, a notoriously "female friendly" career. Despite some changes, school leadership remains nearly as monolithic as it was fifty years ago. Over 80 percent of public school superintendents, school board presidents, and central office directors are white males, as are nearly 60 percent of principals. This is striking because white males are less than 25 percent of the nation's teaching force and tend to be less qualified than their white female and minority peers. The ranks of school leadership are graying, and many of those in the pipeline have not been cultivated and tapped. Too often this is the case for female and minority educators.

What's the lesson in all of this for those of us in the worlds of philanthropy, policy and practice? The nation needs qualified, capable, and dedicated school leaders. As we begin to examine the school leadership shortage, more critical dialogue and action must occur about eliminating the barriers to leadership ascension.

We need not look outside the field of education to fill school leadership positions, particularly principalships. Nearly half (43 percent) of the nation's teachers hold a master's degree, often in educational administration. Further, the data show that there are many dedicated minority and female educators who are qualified, capable, and interested in these posts. Their aspirations and ascension to school leadership positions should be encouraged. Current discussion among professional organizations, university preparation programs, state departments and local districts about a leadership shortage is overlooking essential data about minority and female educators and the institutional barriers they face in ascending to school leadership posts.

National dialogue about the value of diversity and acrimonious debate about affirmative action will likely continue. The field of education, however, is poised to uniquely challenge erroneous assumptions about diversity and quality. Minority teacher pipeline programs stand as stunning testaments to the power of removing obstacles that place limits on human potential and the explosion of productivity that results from investment in developing people's capacities (Haselkorn, 1996).

References

Fenwick, Leslie. (2000). *Who will lead? Crisis in the principal's office.* Cambridge, MA: The Principals' Center, Harvard Graduate School of Education.

Hanushek, E.A. (1986). The economics of schooling: Production and efficiency in public schools. *Journal of Economic Literature* 24, 1141-1177.

Haselkorn, D. and Fideler, E. (1996). *Breaking the class ceiling. Paraeducator pathways to teaching.* Belmont, MA: Recruiting New Teachers, Inc.

Irvine, J.J. (1988). An analysis of the problem of disappearing black educators. *Elementary School Journal* 88, 503-513.

National Association of State Boards of Education. (2000). *Ensuring quality and quantity in the teaching workforce: Policies that can make it happen.* Alexandria, VA: Author.

Yzaguirre, Raul. (2000). Improving teaching in community-based schools. *Thinking K-16.* 4(1),22.

BEST COPY AVAILABLE

Nathaniel Jackson

Wiley S. Bolden

Leslie T. Fenwick

BEST COPY AVAILABLE

The
Southern **Education** Foundation

SEF.
SINCE 1867

www.sefatl.org

BEST COPY AVAILABLE